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ABSTRACT

An HEW funded Institute on Utilization of Library Manpower was held at the Graduate School of Librarianship, University of Denver, November 29 through December 10, 1971. The 22 participants examined the tasks performed by various library personnel and attempted to evolve new task groupings which would fully utilize the talents and increased educational background of library personnel of all levels. A product of the institute was a series of detailed job descriptions for library aides, technical assistants, library associates, librarians and senior librarians. The institute was evaluated by two questionnaires administered to the participants: one, a scaled reaction to the goals of the institute, the other, an open-ended questionnaire to gauge participant satisfaction with the two-week program. Detailed analysis of the questionnaire returns is provided in this report. (SL)

ED 089756

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Utilization of Library Manpower

AT: University of Denver Graduate School of Librarianship
(name of institution)

Denver (city) Colorado (state) 80210 (zip)

DATES: November 29, 1971 (from) December 10, 1971 (to)

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I. INTRODUCTION

The HEW funded Institute on "Utilization of Library Manpower" was held at the Graduate School of Librarianship, University of Denver, November 29 through December 10, 1971. This Institute was authorized by HEW, Office of Education, Bureau of Libraries and Educational Technology, July 6, 1971, Grant No. OEG-71-8508 (319).

II. EVALUATION

1. Recruitment and Selection of Participants

During late August and early September, 1971, a one-page announcement of the approved Institute on the Utilization of Library Manpower was sent to public and academic libraries throughout the United States. Announcements were also sent to all accredited library schools in the United States and to all junior or community colleges in which library technician programs were offered. We consider the response of 122 inquiries to the one-page announcement to indicate the great national interest in the subject of the Institute.

Attached to the one-page announcement was an application form. This form does not comply completely with recommendations included in the "Directors' Handbook, 1971-72" because the Handbook was not received until October 1971.

A total of 87 completed applications were received, of which 73 were considered qualified. Unqualified applicants included students, individuals who were not graduates of accredited library schools and unemployed individuals.

The final selection of participants was based on the following criteria:

1. Type of library in which the individual worked
2. Level of position (the Institute was designed for individuals in positions of authority who could implement change)
3. National distribution

After the final selection had been made, 13 applicants offered admission withdrew because of (1) home work load, (2) illness.

While applications were received from all parts of the United States, a concentration of applications came from Arizona, North Dakota, South Dakota and Michigan.

Three applications were received from residents of Denver. These applications were accepted on the grounds that no personal stipends or dependency allowances would be paid. This made it possible for twenty-two individuals to participate in the Institute rather than the twenty originally scheduled.

The Institute Director believes that the time selected for the Institute -- November 29 - December 10, 1971 -- was a convenient time for most participants. It seemed no problem for key personnel to be away at this time from public and academic libraries and community colleges offering library technician programs. However, it was a bad time for library school personnel. Because many schools operate on a quarter basis, faculty could not get away at the end of the quarter. Others felt they could not miss classes for two weeks.

A list of all participants is included in Appendix I.

Physical facilities provided by the University of Denver were very convenient. A large classroom, a lounge, and kitchen facilities were made available. The Technology Laboratory of the Graduate School of Librarianship provided overhead projectors and tape recorders. University buses were used to transport participants to the Bradford House (site of the Institute) from their hotel.

2. The Institute

The Goals for the Institute on the Utilization of Library Manpower and the daily schedule are included as Appendix II.

It is the opinion of the Institute Director that too much was attempted in too short a time. By the time the necessary input of information had been accomplished, there was insufficient time to develop the documents, evaluate and polish the written statements desired both by the Director and the participants. This is not to say that the product of the Institute is not constructive and a contribution. It is to say that given a little more time a better product could have been evolved.

Specifically, the inclusion of a study of organization was an error. It is impossible to cover adequately all the ramifications of organizational principles in one or two sessions. And it is believed that this area was not essential to the study of manpower utilization. Because of the shortness of time given to the study of organizational principles and the concentration on job descriptions and tasks, abilities and knowledges required for various jobs, most participants felt that this objective was unfilled. The Director has to agree with this conclusion.

Various teaching methods were used during the Institute. Dr. George Vardaman used extensive and dramatic transparencies to present his various subjects. Participants continually used clear transparencies for presenting their points of view and concepts. Various colored pencils were used extensively on these clear transparencies. Special small working groups were assigned various duties according to types of libraries and according to individual interests. Discussion groups, both small and including the total participants, attacked major subjects. Groups and individuals were asked to prepare assigned written statements which, after reproduction, became working papers for the total group.

The group was exceedingly participative. No individual or small group dominated. While in the discussions real intellectual confrontation occurred, the results of such confrontation did not transmit itself to the social relationship of the group. No illnesses occurred though one participant had to be absent one day because of a personal family crisis.

3. The Product

The participants worked very hard to identify and specify the knowledges, skills and abilities needed by each of the five levels of library manpower being studied. The five levels are (1) the library aide, (2) the library technician, (3) the library associate, (4) the librarian and (5) the librarian specialist (terms as defined by the ALA Education and Manpower Policy adopted by the ALA Council in June 1970). While the group also considered the specialist lattice as defined in the above-mentioned policy statement, they spent little time on it but rather concentrated on the library-oriented educational groupings.

At the conclusion of the Institute the group had reached consensus on the skills, knowledges and abilities for each of the five groupings mentioned above. They also identified typical tasks appropriate to each. While numerous typical tasks were at one time identified, the group felt that the "laundry list" approach was not appropriate. So the number of examples of typical tasks were greatly reduced.

Each member of the group wrote one job description to illustrate the skills, knowledges, abilities and typical tasks of one of the five major classifications. These job descriptions were made available to the total group which edited, changed and modified the product until consensus was reached. The total group requested that this product be made available not only to them but to the librarians throughout the United States as

requested. It must, however, be pointed out that the job descriptions are not to be considered as definitive statements to be applied exactly to any library. Rather the job descriptions are illustrative of what job descriptions can do to upgrade the utilization of manpower as a primary library resource. Further, the statement of skills, knowledges and abilities stated for each classification illustrated by typical tasks could help librarians who desire to develop their own job descriptions to achieve a higher level of staff performance. A copy of the skills, knowledges, abilities and typical tasks for each classification and the suggested job descriptions are included in Appendix III.

4. Assessment by the Director

People respond to different forms of instructional techniques. While it was believed that the Institute was structured to achieve stated goals, some participants complained that there was insufficient structure while others thought there was too much structure. The Institute Director believes that any more structure would have (1) deterred the freedom of discussion and (2) caused the results to reflect the opinions of the Lecturers, Instructors and Director rather than the true opinions of the participants.

The Vardaman lectures were outstanding. The only drawback may be that he gave too much content in too short a time. More time to discuss and assimilate the information may have been needed. Other instructors and consultants proved effective. Dr. LeMoyne Anderson demonstrated an outstanding ability to lead group discussions. Miss Vaughn contributed to the general discussion though she did not prove as aggressive in her contributions as could have been desired. Total faculty effectiveness could have been improved through more thorough pre-planning. This proved difficult because coordination with Miss Vaughn had to be done by letter or telephone.

For the first time many of the participants really understood the role and function of the library aide and library technician. The factual presentation by Mrs. Finnell and rather emotional presentation by Mrs. Gray changed some attitudes. Specifically, the Director believes that participants from academic institutions for the first time visualized ways of using library aides in their organization. Representatives of community colleges presenting library technician training were accused of offering a "water-down library school training." It is believed that after some major confrontations, a consensus was reached between the trainers of library technicians and public and academic library participants on the level of education expected and capabilities expected from library technicians.

In general, it is believed that all participants recognized that most jobs in libraries are too small when compared to the capabilities of incumbents. At the same time that jobs must be made larger, greater opportunity for innovation and creativity must be provided. Discussion on the final day emphasized the need for better methods of evaluating performance and better ways of motivating employees to perform to their maximum capability.

5. Assessment by Dr. Elaine Svenonius*

As stated earlier, the goals of the H.E.W. Institute on the Utilization of Library Manpower were the following:

A. To evaluate the objectives of libraries and the organizational structure in which library personnel work today, and to develop new objectives and structures which permit greater flexibility on the utilization of the full potential of library personnel.

B. To examine the present task assignments of library personnel at the following levels: library aide, library technician, library associate, librarian, and senior librarian.

C. To compare the present task assignments with skills, knowledges and abilities acquired or possessed by potential library employees.

D. To evolve new task groupings to utilize fully the expanded educational achievements of potential or practicing library personnel.

E. To discover routes by which individuals not meeting educational requirements can enter into and advance up a library career lattice.

It will be remarked that the attainment of goals B, C and D is demonstrably (or behaviorally) evidenced by the written product of the Institute, viz., the group documents which analyze the five manpower positions -- library aide, library technician, library associate, librarian and senior librarian -- in terms of knowledges, skills and abilities, and typical tasks. It is presumed that, in order to write analyses of this sort, goal A's evaluation of the objectives of libraries and the organizational structure in which library personnel work today must necessarily have been attained, at least to some extent. Also, but perhaps

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*This Assessment was written by Dr. Elaine Svenonius (not a member of the Institute) on the basis of the evaluative data alone.

to a lesser extent, goal E might be inferred to have been attained by the writing of the analyses of the five manpower positions. In a literal sense, then, the contract implied in the stated goals has been met. How well the goals have been met is, of course, another question. It is, moreover, a judgmental question, and for this reason it was referred to the participants themselves for consideration.

Two questionnaires were used for participant evaluation of the Institute in terms of goals achieved. The first questionnaire, which for distinction will be called the "scaled questionnaire," explicitly asked participants to rate on a degree scale of 10 (from 0 to 1) what they felt about (1) the importance of the Institute goals to the library profession and (2) the extent to which the goals had been achieved in the two-week Institute. The second questionnaire was open-ended and was intended to indirectly assess goal achievement in terms of participant satisfaction. The direct and the indirect approaches to assessment of goal achievement, as represented by these two questionnaires, produced somewhat conflicting results. Answers to the scaled questionnaire suggested that the goals of the Institute were attained with only moderate success, while the answers to the open-ended questionnaire read somewhat like testimonials to considerable success. It is possible that the questions on the open-ended instrument forced enthusiastic response; on the other hand, it is possible that the scaled questionnaire inhibited enthusiastic responses to questions of goal attainment, especially as these questions were asked in conjunction with questions about the importance of goals. Rather than attempting to defend the validity of these two questionnaires, it perhaps suffices to let the data speak for themselves. The questionnaire forms, as well as responses, are reproduced in Appendix IV.* A brief summary descrip-

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* Only one deletion was made from the responses to the open-ended questionnaire; this was a derogatory remark about one of the participants and was not worthy of reproduction.

tion and interpretation of the data is given below.

Open-ended Questionnaire

The first question asked in the open-ended questionnaire was, "What insights have you gained from this institute that may enhance your qualifications and/or abilities as an administrator?" In response to this question the participants spoke in terms of gaining awareness, understanding, knowledge, insight, focus, ability, clear vision, new views, different feelings, and reinforcement. The objects toward which these mental or emotional activities were directed were varied enough to defy strict classification, ranging from "the dynamics of group involvement in the solution of problems" to "various modes of management and motivational factors for people." Some few of the comments related specifically to Institute goals, such as the one "better able to review job assignments and job descriptions," but, for the most part, remarks were general. Also, nearly every comment made some reference to the human element -- either humanitarian, stressing understanding of the employee, his opportunity for growth, and creative outlet, or professional, emphasizing how better to utilize personnel from the point of view of institutional objectives. Both kinds of comments suggest the participants at least thought about organizational structures "which permit flexibility on the utilization of the full potential of library personnel" (Goal A).

The second question on the open-ended questionnaire was, "As a result of knowledge gained, what kinds of changes might you recommend in the organizational structure or personnel utilization of your library?" The responses here were informative and also surprising in that, with the exception of one person not currently in a library, everyone admitted to the need for changes in his library. It is assumed that this need was felt as a result of knowledge gained in the

Institute, and, from the tone of the responses, it might be inferred that the particular knowledge gained was an awareness not only of what different job positions entail but also of the fact that there are positive distinctions between such positions. Several participants, for instance, said they intended to add Library Technicians, Community Aides, and Specialists to their staffs; many anticipated changes in job classification and organizational structure. It would be interesting to know whether the anticipated changes in organizational structure or personnel utilization actually come about, thus whether observable change actually results from the Institute.

The third question asked was, "What information gained will probably be of most value to you (1) in your present position and (2) in the future?" At least half of the participants felt that the most valuable information gained for their present positions was that relating to the task assignments vis-a-vis skills, knowledges, and abilities of library employees at the five manpower levels. The implication is that what was being forwarded in the Institute in an attempt to achieve Goals B, C and D accomplished some effect. The second part of the question, "information of value in the future," was probably not a good one for responses were somewhat confused. There were many answers oblique to the question, such as the one expressing need for more study about management and the one stating simply "confidence to attempt to carry more responsibility as the situation arises." Any summary statement here would be misleading.

The fourth question was more rewarding: "What did you expect (1) that has been achieved and (2) that has not been achieved?" At least seven of the participants explicitly indicated that, in accord with their expectations, they achieved from the Institute a better understanding of the utilization of library manpower. Another eight of the participants responded more specifically and cited (as both

expected and achieved) the writing of job descriptions for the different levels of library manpower. From these responses, both the general and the specific ones, it can be inferred that there was a considerable consensus about attainment of Institute Goals A, B, C and D. Also, in response to this question, it was remarked by several that they expected the Institute to foster the interchange of ideas and that they were not disappointed in this. One would have expected as much -- the interchange of ideas is surely an assumed, if not explicitly stated, goal of any Institute.

As to what expectations were not satisfied, the responses are more diverse and seem to reflect the individual personalities of the participants rather than any objective view of the Institute. The lack of consensus here can be regarded as gratifying, since the Institute would have to be judged sharply had there been general agreement on promises not fulfilled. As might be supposed, there were several participants who were looking for, and did not find, definite solutions to particular problems. This is a usual occurrence in any educational endeavor which is somewhat theoretical. It can be argued that the matters dealt with in the Institute did not readily admit of easy decisions or simple solutions. Only one comment in these responses related directly to the Institute's stated goals (it might therefore be considered the most revealing comment) and this was that the correlation of organizational charts to the objectives of an institution was not satisfactorily explained.

The fifth question was another which produced answers difficult to classify -- "Informally, how would you evaluate the Institute?" From a question like this, one would naturally expect a wide range of feelings and thoughts. Most people felt the experience was valuable, enlightening, worthwhile, etc., mentioning as specific reasons the knowledge that was gained or the opportunity provided for bringing

together persons interested in a commonality of problems. Several reservations were expressed; for instance, one person regarded the effort as only a beginning (but an excellent beginning); another, while admitting he gained a great deal to think about, criticized the Institute for not coming up with anything future-oriented; one person felt the Institute was very well organized and constructed, while two felt that more planning (especially pre-Institute planning) and organization were needed. These are isolated comments, the general overall impression given by the responses suggesting that the participants, individually and in their own ways, profited by the Institute.

The sixth question was fairly specific: "To what extent did the following elements contribute to the Institute: (1) lectures and class activities; (2) class discussion; (3) small group assignments; and (4) informal out of class discussions?" There was near consensus that the small group assignments contributed greatly or most to the Institute. There were a few exceptions: one person felt the contribution of these assignments only "more than average"; another rated them "fair"; and one participant complained that the small groups he took part in were "quite rambling and without direction." But on the whole the response was a generally enthusiastic appreciation of the experience of working together in small groups and of the opportunity that was provided for sharing and "brain-picking." Approximately two-thirds of the participants found the lectures and class activities effective. Dr. Vardaman seems to have been well-liked. Class discussions apparently contributed least to the Institute. Most opinion was qualified -- for instance, "good except when not well planned or led" or "usually very stimulating." Two persons found class discussions ineffective due to "knit picking" and haggling over unimportant detail. No one exclaimed "Great!" but a few allowed "very valuable" or "informative and stimulating." Four or five people implied that informal discussion out of class was not oriented to the Institute's objectives.

It is perhaps remarkable that there were not more who responded in this manner. Indeed, some felt that informal discussion contributed most to the Institute, and, generally, it would seem that the excitement and energy of the Institute extended well after hours.

Scaled Questionnaire

Participants were asked to rate on a ten-degree scale (0 to 9) their opinions as to the importance of each Institute goal and the degree to which each goal was attained. Table 1 gives the mean responses and standard deviations of these measured opinions, but some caution should be observed in interpreting the results shown. As can be seen from the standard deviation figures, the dispersion of values was large and, with so small a group, it is unwise to generalize strongly about the effectiveness of the Institute in itself. It must be recognized that different teaching methods appeal to different people and that another group of participants, depending on their viewpoints, might have reacted quite differently to the Institute. Also, it can be questioned whether it is realistic to measure goal importance or goal attainment using an interval scale -- for instance, what does it mean to say that a goal was 50% achieved? How would one recognize a goal 100% achieved? (Not all goals can be as simple as behavioral objectives.)

It can be noted at once from the table that the importance of a given goal was always rated higher than the degree to which the goal was attained. Possibly this is attributable to a systematic bias in human nature ("Man's reach must exceed his grasp. . ."). The Institute goal that was rated of greatest importance was "to develop new objectives and structures which permit greater flexibility on the utilization of the full potential of library personnel" (.92). Clearly it is a goal on which there would be general agreement, and, interestingly enough, it is this goal that was rated in least degree attained (.40 attainment). On the other

hand, responses to the open-ended questionnaire, especially the response to question 4, suggest quite the opposite, viz., that what was expected and achieved in the Institute was a better understanding of the utilization of library personnel. The goal considered of least importance by the participants was that of examining the present task assignments of library aides (.68), but, relatively, this goal was moderately well attained.

It is somewhat surprising that goal attainment generally was so coolly rated, the mean responses for degree of attainment ranging from .40 to .65. One would not expect this in light of the enthusiastic responses to the open-ended questionnaire, and the discrepancy in the responses between the two questionnaires is hard to explain. As was mentioned, the validity of the instruments, especially that of the scaled questionnaire, is suspect. The difficulty with using questionnaires in this sort of an evaluation is that responses say quite as much about the responders as about the object to be evaluated, and it is difficult to obtain a non-subjective viewpoint. As to the discrepancy, perhaps people find it easier to be critical when checking off a point on a scale than when forced to express their opinions verbally. In summary, it might be said that an objective assessment of the Institute lies somewhere between the conservative evaluation evidenced by the scaled questionnaire and the enthusiastic approbation given in response to the open-ended questionnaire.

TABLE 1

DEGREE OF IMPORTANCE AND ATTAINMENT OF INSTITUTE GOALS*

GOAL	IMPORTANCE		ATTAINMENT	
	Mean	Stand. Dev.	Mean	Stand. Dev.
A 1 To evaluate the objectives of libraries and the organizational structure in which library personnel work today	.78	.30	.46	.20
2 To develop new objectives and structures which permit greater flexibility on the utilization of the full potential of library personnel	.92	.20	.40	.22
B To examine the present task assignments of library personnel at the following levels:				
1 Library aide	.68	.28	.56	.33
2 Library technician	.70	.22	.59	.28
3 Library associate	.75	.25	.62	.22
4 Librarian	.84	.20	.65	.25
5 Senior librarian	.77	.25	.52	.30
C To compare the present task assignments with skills, knowledges and abilities acquired or possessed by potential library employees	.79	.22	.60	.25
D To evolve new task groupings to utilize fully the expanded educational achievements of potential or practicing library personnel	.89	.20	.51	.27
E To discover routes by which individuals not meeting educational requirements can enter into and advance up a library career lattice	.70	.30	.43	.30

*Goals of the Institute were rated according to importance and attainment on a 10-degree scale (0 to 1) by the 22 Institute participants

6. Statistical Data

Approximate number of inquiries from potential applicants	122
Number of applications sent (applications were included in general publicity)	
Number of completed applications returned	87
Number of first-rank applicants	73
Number of applicants offered admission but declined	13
Number of selected applicants (participants)	22
Number of dependents claimed by participants for compensation	29

Amount of stipends paid to each participant and how stipend level was determined*

Bien @ 2x$135.00	$270.00
Champion @ 2x$75.00	150.00
Cope @ 2x$120.00	240.00
Foos @ 2x$105.00	210.00
Glinka @ 2x $120.00	240.00
Hardigan @ 2x$90.00	180.00
Helling @ 2x$75.00	150.00
Johnson @ 2x$75.00	150.00
McCready @ 2x$120.00	240.00
Markee @ 2x$75.00	150.00
Mercurio @ 2x$90.00	180.00
Nelson @ 2x$90.00	180.00
Nieball @ 2x$75.00	150.00
Person @ 2x$75.00	150.00
Peters @ 2x$105.00	210.00
Seminara @ 2x$90.00	180.00
Waddel @ 2x$165.00	330.00
Walker @ 2x$105.00	210.00
Weiler @ 2x$75.00	150.00

* Stipends were determined at the rate of $75.00 per week plus $15.00 per week for each claimed dependent. Stipends or dependency allotments were not paid to Denver residents.

Amount of travel allowance paid each participant	none

Library Job Descriptions

Prepared by the
Participants in the HEW Funded Institute
"Utilization of Library Manpower"
November 29 - December 10, 1971

Graduate School of Librarianship
University of Denver

John T. Eastlick
Director of the Institute

INDEX

Preface	1
List of Faculty, Consultants and Participants	ii
Community Aide I	1
Community Aide (Public Library)	2
Community Aide I	3
Community Aide	4
Library Technical Assistant	5
Library Technical Assistant I	6
Library Technical Assistant II	7
Library Associate	8
Library Associate	9
Cataloging Assistant I (Library Associate)	10
Library Associate 3 - Interlibrary Loan	11
Librarian - 5th Year Graduate	12
Librarian - 5th Year, Public Library Regional Area Librarian	13
Librarian - 5th Year, Community College Library	14
Librarian - 5th Year, Head Large Community College Library	15
Librarian I - 5th Year, Technical Services	16
Librarian - 5th Year, General Consultant	17
Personnel and Budget Officer - 5th Year, Specialist	18
Media Librarian or Media Speciliast - 5th Year	19
Librarian - 5th Year, Art Librarian II	21
Sixth Year Librarian/Specialist	22
Sixth Year - Assistant Director of Libraries	23
Director of Libraries (Senior Librarian - Large Public Library	25
Library Specialist - Chicano Studies Librarian	26

PREFACE

The job descriptions included in this report were prepared by participants in the HEW funded Institute on "Utilization of Library Manpower" held at the Graduate School of Librarianship, University of Denver, November 29 - December 10, 1971. Participants, working in small groups, developed the first drafts of the job descriptions which were reviewed, edited and modified by the total group. These job descriptions, which are the major product of the Institute, represent a consensus of all the participants.

The participants requested that the job descriptions be issued without any major editing. However, they expressed concern that the job descriptions might be misused by librarians in the field. Participants operated on the premise that most jobs in libraries are too small and require too little effort on the part of employees. The full capabilities of the incumbent of a job are not utilized. Therefore, the attempt was made to prepare a group of job descriptions which, following the recommendations of the ALA policy on Library Education and Manpower (adopted by ALA Council, June 1970), illustrated increased standards of performance of professional categories and provided for the assignment of non-professional duties to other job classifications.

Participants of the Institute emphasized that the job descriptions included herein are to be considered as examples only; they urge that none be adopted in total by any library. Rather, using these as examples, institutions should prepare their own job descriptions which meet their needs and organizational requirements. But it was the hope of all participants that this contribution to library personnel administration would encourage administrators to develop jobs which would permit full use of an employee's capabilities, which would encourage innovative and creative performance by the employee and which would cause the employee to "stretch" and grow on the job.

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Utilization of Library Manpower

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Department: Library Division: Community Services

Purpose and Scope:

The Community Aide acts as a representative of the public library in certain assigned areas within the library's service limits; investigates the educational, recreational, and social needs of the assigned area and recommends ways in which the public library may serve these needs as a single unit or in cooperation with other public and private agencies.

The Community Aide also makes every effort to become and remain sensitive to the attitudes of all residents of the assigned area so that he may participate in the planning and implementation of programs initiated under the direction of the librarian in charge of Community Services.

The Community Aide works under the immediate supervision of the Community Services Librarian. If it is determined that he may more conveniently establish a base of operations in a branch library or other outlet of the system, he will be expected to recognize the authority in charge of this unit.

Principal Responsibilities:

1. To establish and maintain liaison between the public library and the assigned area
2. To become thoroughly familiar with policy and procedures pertaining to the Community Aide responsibilities and to adhere to these in action and interpretation.
3. To become integrated into the assigned segment of the community by working with community leaders, taking part in activities, attending meetings, visiting residents in their homes, thus introducing the public library
4. To schedule library related programs
5. To disseminate publicity approved by the librarian in charge of Community Services
6. To cooperate with elementary and high school teachers in introducing and promoting use of the public library
7. To explore the possibility of establishing and maintaining deposit stations in the area and supervising these collections
8. To prepare progress and statistical reports as ordered by the Community Services Librarian
9. To perform other duties, as requested, within the scope of the position

Requirements:

Education: Evidence of having completed the twelfth grade or a GED. In addition, attendance at an in-service training program sponsored by the library for Community Aides.

Experience: None

Special Skills: Ability to gain confidence of groups and individuals of all ages. Ability to communicate in English and the language of the area served. Ability to type, helpful but not essential. Ability to drive and have a valid driver's license.

Relationships:

Internal: Library staff at all levels

External: Community leaders within the assigned area; also, residents at all social and economic levels, of all ages

Supervision of Personnel:

None

Position Title: Community Aide (Public Library)

Purpose and Scope:

Under supervision of Community Specialist encourages and promotes the use of public facilities by members of the community by acting as liaison between community and library

Principal Responsibilities:

1. Become identified as a representative of the library with individuals and groups within the community by such methods as membership in organizations; attendance at community meetings; visits to organizations, places of recreation, community center and homes; street encounters
2. Locate community areas in need of library services and recommend services and materials relevant to them
3. Assume responsibility for maintenance of such services for which responsibilit has been assigned
4. Distribute library publicity in the community and provide potential library users with information relative to library services
5. Assist in community programs of other agencies of library when joint effort is required
6. Keep Community Specialist advised of activities by established means of communication

Requirements:

Education and Experience: Completion of high school, or an equivalent amount of training and experience

Special Skills: Requires knowledge of library operations and special knowledge of community being served. Requires ability to deal persuasively, courteously and tactfully with the public with whom they are to relate. Requires ability to drive and to have a valid driver's license.

Relationships:

Internal: Contact with librarians and clerical in relation to materials and programming of services to community

External: Public contact principal activity of community aide

Supervision of Personnel:

Supervises subordinate personnel as necessary

Position Title: Community Aide I
Library Department, Community Services Division

Purpose and Scope:

To make community contacts for the purpose of explaining and promoting greater use of the library; to show how the library functions in the interests of its clientele; to discover informational and service needs in select neighborhoods; to report such needs to the library; and to assist in implementing services to meet such needs. Works under the direction of the Community Services Specialist.

Principal Responsibilities:

To make contacts with and gain the confidence of individuals, groups and organizations to which the library can be helpful

To introduce and promote library services to non-library users

To discover specific programs, activity or service needs which the library can implement to improve or extend its services

To take an active part in community activities such as serving on boards, and committees and attending public or institutional meetings to represent the library

To keep abreast of local events and activities particularly those of interest to local ethnic groups

To suggest, assist in assembling and distribute library publications, publicity and materials relevant to community interests and needs

To encourage and assist in arranging library visits by individuals and groups

To contact community agencies capable of providing needed services to the community

To perform other related library duties as necessary

To provide complete periodic and progress reports according to procedure

Requirements:

Education: High School Certificate, GED or equivalent community service experience

Experience: None

Special Skills: Ability to appreciate and understand library objectives and policies; ability to get along with people, to relate and be accepted in the community, and to recognize problems and needs; possess language and communication skills appropriate to the position; ability to drive and have a valid driver's license

Relationships:

Internal: Library staff through the Community Services Specialist
External: Direct relations within the community

Supervision of Personnel:

None

Community Aide

The Community Aide is a library employee, supportive to the Community Services Division, whose primary responsibility is to establish and maintain liaison between the library and a designated neighborhood or community.

Knowledge, Skills and Abilities:

1. Knowledge of rudimentary library objectives, policies, and procedures. This knowledge will be acquired through orientation and intensive in-service training upon employment.
2. Knowledge of the neighborhood or community to be served and its physical lay-out.
3. Ability to relate and be accepted by residents within this area.
4. Ability to recognize problems and needs.
5. Ability to communicate effectively and to speak publicly.
6. Ability to communicate in the language generally spoken in the assigned area.
7. Ability to exercise sound judgment and initiative as needed.
8. Ability to report findings to Community Services Specialist with suggestions for implementation of new services and programs to satisfy needs.
9. Ability to record data and prepare progress reports.

Typical Tasks:

1. Introduce and promote library services to non-users.
2. Meet with neighborhood groups, organizations, and individuals to maintain liaison between the library and the local community
3. Distribute library publicity and relevant materials as directed
4. Establish and maintain deposit stations in the assigned area

Library Technical Assistant

The Library Technical Assistant is an employee supportive to higher ranks and whose duties require knowledge and skill based on an associate degree from an accredited institution reflecting general college education that includes instruction in library operations or an equivalent background. The tasks assigned to technicians will vary in complexity and comprehensiveness according to the size and the type of library. The tasks fall under the categories of public services, technical processes, and media services. While these tasks may include certain clerical skills, the performance emphasis will be at the technical level. The Library Technical Assistant may perform or supervise the performances of any of the tasks outlined.

Knowledges, Abilities and Skills:

1. Knows policies, procedures, and routines of library operations including public, technical, and media services
2. Possesses proficiency in basic clerical skills
3. Possesses oral and written communication skills
4. Possesses a service orientation and ability to work for and with the library public and staff, often in a supervisory capacity at the basic operational level
5. Possesses ability to exercise judgment within the policies and procedures established and to make decisions within ranges prescribed

Typical Tasks:

1. Performs circulation operations
2. Searches catalogs and bibliographic tools
3. Maintains records of serial holdings
4. Creates master tape files and duplications
5. Performs information services work usually limited to providing facts available in general reference tools

Position Title: Library Technical Assistant I

Purpose and Scope:

A Library Technical Assistant is an employee supportive to higher ranks and whose duties require knowledge and skills based on an Associate degree from an accredited institution, reflecting general college education and instruction in library operations or equivalent background.

The tasks assigned to technicians will vary in complexity and comprehensiveness according to the size and type of library. These tasks fall under the categories of public services, technical processing and media services. While these tasks may include certain clerical skills, the performance emphasis will be at the technical level. The Library Technical Assistant may perform or supervise the performance of any of the tasks outlined.

Principal Responsibilities:

General remarks: Employees on this level perform basic duties which require the application of library procedures and techniques under supervision of the next higher rank. Advancement from Library Technical Assistant I to Library Technical Assistant II is dependent upon additional knowledge gained from on the job experience and the assumption of greater responsibilities within the minimum period of two years.

Typical Tasks:

1. Operates and maintains circulation desk
2. Assists in the general reference and other public service areas
3. Supervises and instructs in the use of audio-visual materials and equipment, including microforms
4. Performs a variety of tasks pertaining to acquisition, organization, preparation and preservation of library materials
5. Assists in the maintenance of serials
6. Supervises clerical staff

Requirements:

Education: Associate degree with Library Technical Assistant training or one year of college course work and equivalent of library experience

Experience: None for the Associate degree; two years for equivalency

Special Skills: The Library Technical Assistant is expected to be proficient in clerical, oral and written communication skills and should be able to work effectively with staff and public

Position Title: Library Technical Assistant II

Purpose and Scope:

A Library Technical Assistant is an employee supportive to higher ranks and whose duties require knowledge and skills based on an associate degree from an accredited institution, reflecting general college education and instruction in library operations or equivalent background.

The tasks assigned to technicians will vary in complexity and comprehensiveness according to the size and type of library. These tasks fall under the categories of public services, technical processing and media services. While these tasks may include certain clerical skills, the performance emphasis will be at the technical level. The Library Technical Assistant may perform or supervise the performance of any of the tasks outlined.

Principal Responsibilities:

General remarks: The Library Technical Assistant II performs the most complex tasks requiring advanced knowledge. In addition to the duties outlined in the Library Technical Assistant I job description, these advanced technicians supervise Library Technical Assistant I and clerks. Advancement from Library Technical Assistant II to the Library Associate is dependent upon acquiring the Bachelors degree.

Typical Tasks:

1. Supervises the operation and maintenance of the circulation desk and performs any related tasks as necessary
2. Assists in general reference and other public service areas
3. Supervises and instructs in the use of audio-visual materials and equipment, including microforms
4. Supervises and performs a variety of tasks pertaining to acquisition, organization, preparation and preservation of library materials
5. Supervises the maintenance of serials and performs related tasks as necessary
6. Supervises Library Technical Assistants I and clerical staff

Requirements:

Experience: A minimum of two years in the Library Technical I classification with demonstrated proficiency in areas of advanced responsibilities

Special Skills: The Library Technical Assistant is expected to be proficient in clerical, oral and written communication skills and should be able to work effectively with staff and public

Library Associate

The Library Associate performs library work involving a wide variety of duties; and/or supervises a library function. Work calls for specialized knowledge of subject field techniques, languages and/or specific functional knowledge of and experience or training in library procedures and systems. The Library Associate deals with a wide variety of situations including public and personal contacts and exercises independent judgment; makes decisions on complex or unusual problems with assistance of professional personnel.

Knowledge, Abilities, and Skills:

1. Knowledge of basic library principles and techniques, methods, sources and procedures
2. Ability to supervise subordinates
3. Ability to communicate effectively
4. Ability to establish and maintain effective relationships with colleagues and clientele

Typical Tasks:

Under professional guidance:

supervises small branch and/or departmental library
assists in collection development
assists in special projects
assists in the reference process
performs original cataloging in area of subject competency

Position Title: Library Associate

Purpose and Scope:

The following responsibilities are assumed under the direction of a professional librarian:

In the reference function, assists library patrons in defining problems and obtaining information pertinent to problem solutions

Plans and selects library materials for the development of a collection in a subject area

Prepares research profiles and develops search strategy for literature searches

Selects library materials for the development of a reference collection

Assists in planning and implementing an instructional program in the use of the library

Works with other library personnel as assigned to solve problems related to the planning and implementation of a library public services department

Prepares bibliographies at a moderately high level of difficulty

Requirements:

Education: Bachelor's degree from an accredited 4-year institution; training in library procedures and utilization of library resources with a minimum total of 12 quarter hours courses dealing with collection development, the organization and philosophy of the library and bibliography and reference, or, experience noted below.

Experience: In lieu of the training specified above, the position requires one year of experience in library reference or collection development assignments.
NOTE: In-service training is required.

Special Skills: Understanding the purposes and objectives of higher education. Thinks and acts critically and creatively in the investigation and solution of problems. Makes satisfactory adjustment to change. Communicates effectively.

Relationships:

Internal: Continuous relationships with faculty, students and library personnel; works under daily guidance of professional librarians; frequently exercises independent judgment but makes decisions on complex or unusual problems with the assistance of a superior.

Supervision:

Supervises clerical workers and/or library technical assistants

Position Title: Catalog Assistant I (Library Associate)
This is an entry level position

Purpose and Scope:

Under general direction of Catalog Department Head; does original cataloging, classifying, and supportive operations especially in area of subject competency to provide access to information for library users.

Principal Responsibilities:

Catalog and classify library materials with special emphasis upon those in area of subject competency
Supervise maintenance of shelf list and union catalog
Supervise on-job and in-service training for subordinates
Supervise reclassification projects
Assist supervisor in planning and coordinating catalog department operations as required

Requirements:

Education: Bachelor's degree with subject competency appropriate to specific assignment and supported by core courses in library science - especially cataloging
Experience: None required
Special Skills: Ability to effectively relate to purposes of higher education

Relationships:

Internal: Regular contact with library staff and occasional contact with library users

Supervision of Personnel:

Supervises technical assistants, clerical employees and student assistants

Comments:

Job description is to be supplemented by general statement outlining the characteristics of the Library Associate

Position Title: Library Associate 3
Interlibrary Loan

Purpose and Scope:

To assist library patrons in obtaining materials needed for research but not available in the library's collection, under supervision of a designated reference librarian

Principal Responsibilities:

Process requests from faculty and graduate students for research materials not available in this library
Verify bibliographic citations and select location for borrowing through use of indexes, union lists and catalogs
Receive and process loan requests from other libraries
Supervise maintenance of proper files and records of transactions
Supervise work of clerical and student workers in book and records handling routines
Consult with supervisor or other librarians when necessary

Requirements:

Education: Bachelor degree and knowledge of basic bibliography and reference tools acquired through classroom instruction or one year's library work experience

Relationships:

Continuous contact with faculty, other library staff and with library users

Supervision of Personnel:

Supervises work performed by clerical and student assistants

Fifth Year Graduate

Knowledge

1. Have a knowledge and understanding of the philosophy, methodology, research, concepts, principles, vocabulary and literature of Library and Information Science.

2. Have an understanding of the principles of selection, acquisition, organization, preparation, preservation, interpretation, creation and dissemination of information.

Skills and Abilities

1. Have the ability to identify, define, and solve problems and to collect, organize, and evaluate information that has a bearing on these problems, especially as they apply to library development and services.

2. Have an understanding of the principles of management and the ability to apply these principles to library operations.

3. Have the ability to work effectively with people.

Typical Tasks

1. Participates in continuing evaluation of collection.
2. Selects library materials for collection development
3. Does original cataloging and classification
4. Plans, implements and supervises library operations
5. Performs reference services

Public Library
(5th year)

Position Title: Regional Area Librarian

Purpose and Scope:

To provide an intermediate level of public library service which is between the local (county) library system level and the state resource center by means of material and services

To encourage cooperative public library projects not possible locally

Principal Responsibilities:

In cooperation with participating libraries, to develop a regional materials collection which supplements local systems

To advise and assist county library administrators in individual and collective programs

To maintain a comprehensive interlibrary loan system for participating libraries (by teletype) and to act as a connecting link to the state resource center

To maintain liaison between local library and other types of libraries in the region

To encourage innovative approach to public library service which is not possible in local libraries because of inadequate staff and budget

Requirements:

Education: 5th year library science degree
Experience: 3 - 5 years of public library experience with supervisory responsibil

Special Skills:

Ability to develop cooperative projects among participating libraries
Ability to conduct workshops and in-service training activities

Relationships:

Must be able to work effectively with individual library administrations upon request and with the collective regional system which does not fall in direct line of supervision

Supervision of Personnel:

4 clericals, 1 library associate, 1 media specialist

Community College Library
(5th Year)

Position Title: Head of Reader Services
Department: Library

Purpose and Scope:

Support the institution's instructional objectives by planning and administering Readers Service for the students and faculty.
Works under direction of Head Librarian

Principal Responsibilities:

Supervise and participate in evaluation of reference collection and the selection of materials for reference collection
Establish and evaluate policies, practices and routines for reference, circulation and interlibrary loan
Give reference assistance to faculty and students
Cooperate with and involve the academic community in selection and evaluation of reference materials
Plan and organize formal and informal library instruction for academic community
Plan operational and capital budget for Readers Services and recommend to Head Librarian
Conduct in-service training for Readers Services personnel

Requirements:

Education: MLS and 3-3 years experience in Readers Services
Special Skills: managerial ability or capacity to develop it. Ability to develop knowledge of community college objectives and procedures and to relate Readers Services program to these

Relationships:

Internal: Continuous contact with faculty, other library staff and with library users
External: Contact with professional colleagues in area to promote Readers Services Contact with publishers representatives.

Supervision:

Has full supervisory responsibility over 11 people: 1 professional, 2 library associates, 3 LTA's and 5 clerks.

Position Title: Head, Large Community College Library

Purpose and Scope:

The Head Librarian, reporting to the Dean of Instruction, supervises the operation and development of the library program, with responsibility for the administration, supervision of staff, planning and administering the budget. This person must be constantly aware of the growth and development needs of the library in relationship to the campus, the community, and their projected programs.

Principal Responsibilities:

Plan and develop policies, procedures, services, and resources to meet, as effectively as possible, the curriculum needs of the college.

Develop and coordinate the library budget and all expenditure of funds

Responsibility for supervision of all Departmental Librarians

Make recommendations for change to the administration for needed improvements and expansion, and planning of new programs and facilities

Develop and coordinate systems of integrating the library and its resources with classroom instruction

Administer personnel regulations

Serve as a member of the Departmental Academic Council and the Faculty-Library Committee

To promote the library as a cultural center for the college and the community, and as a growing and vital part of college life

Requirements:

Education: Master of Library Science Degree

Experience: 5-8 years at the supervisory level

Special Skills: Understanding and application of the principles of management to library operation. Ability to work effectively with people. Understanding and appreciation of the concepts and objectives of the community college.

Relationships:

Internal: Contact with administrative personnel, faculty and library staff

External: Members of the professional and lay community

Supervision of Personnel:

Departmental Librarians

Position Title: Librarian I
Department: Technical Services
Pay Category: Unclassified
Rank: Faculty, Instructor - 12 months

Purpose and Scope:

The incumbent participates in evaluating, selecting, organizing and disseminating previously discovered knowledge as may be necessary for the pursuit of the educational objective of this community college's program. This entering level position of professional responsibility reports to the Assistant Librarian for Technical Services.

Principal Responsibilities:

1. Functioning cooperatively with members of the college community; identifies and procures materials which are appropriate to the college's curricula and programs
2. Participates in planning the policies of acquisition and organization of materials
3. Assists in the investigation and application of computer operations to technical services
4. Independently plans and implements the organization of effort needed for him to acquire and do original cataloging, classifying and indexing of multimedia materials
5. Supervises and plans the activities of the LTA's and clerks assigned to technical services
6. Serves on faculty committees and/or committees which require library participation
7. Assumes additional assignments as directed by the Assistant Librarian

Requirements:

Education: Masters level degree in the field of Librarianship
Experience: None
Special Skills and Knowledge: Ability to do original cataloging using the Library of Congress System. Knowledge of language skills used to meet the needs of computer operations and/or non-English language material use. Familiarity with library automation concepts including flow charting.

Relationships:

Internal: Continuous contact with library personnel. Transactional contact with the computer center personnel and the professional members of the college community.
External: Contact with suppliers, producers, and organizers of multimedia materials and the cataloging elements related to these.

Supervision:

Supervisory responsibility of LTA's and clerks associated with Technical Services

Library General Consultant Position Classification
(5th Year)

Purpose and Scope:

To provide general, basic, consultant services required by school, public, community college, and other libraries to assist them in improving library services and/or operations.

Principal Responsibilities:

1. Provides client libraries with basic advisory assistance, technical aid, and/or in-service training on matters involving general, basic areas of library performance common to many types of libraries
2. Works with governmental authorities and administrative personnel in libraries served to provide information and advice regarding governmental and administrative policy required to accomplish improvement of performance and to assist in planning programs for library development
3. Identifies needs for specialized consultant services and refers these to appropriate sources for help
4. Plans his own work, in coordination with other elements of the organization, and creates materials and other resources required for performance of these activities
5. Supervises the performance of staff directly assigned to assist him in performing his function

Requirements:

Education: Fifth year library degree with special competencies in educational methodology for in-service training, human relations, skills, management by objectives and library government and administration.

Experience: Not less than two year's experience in a library situation which has provided opportunities for working in several general areas of operation as: reference, reader's advisor, technical processes, staff development, administration, etc. Successful experience in working with people as individuals and groups.

Special Skills: Basic knowledge of the principles of and methods for effecting change. Basic knowledge of the principles of how people learn and proficiency in the skills of creating learning situations. Basic knowledge of and skill in working with governmental structure and administration. A high level of skills in human intercommunication. A high level capability to plan by objectives.

Relationships:

The consultant function entails a high degree of independent performance, and involves high level decision making at many points. The relationship between the consultant and the libraries serves is a staff relationship. The work of the general consultant is coordinated with that of the rest of his organization through the director of his division, to whom he reports.

Typical Tasks:

1. Establishes working relationships with libraries served
2. Identifies needs of client libraries for consultation services
3. Develops appropriate information, and plans and implements consultative services to meet specific identified needs
4. Assists clients in designing and/or implementing in-service programs when needed
5. Provides actual on-site assistance in organizing basic functions of client libraries, on occasion.
6. Creates resource materials to meet identified needs

5th Year Specialist

Position Title: Personnel and Budget Officer

Purpose and Scope:

To coordinate all personnel activity between the University Personnel Office, Student Placement, Professional Applicants and Library Supervisory Staff. To formulate and implement appropriate and realistic fiscal plans for operations. Reports to the Director of Libraries.

Principal Responsibilities:

Employment compensation: counsels with supervisors and determines position requirements. Generates job descriptions with supervisors. Reviews requisitions for Personnel and Student Placement. Coordinates entire recruiting process and pre-screens all candidates. Consults with Supervisors and Personnel in establishing pay rates. Performs organizational reviews of the library and makes recommendations as appropriate.

Training development: consults with department heads and supervisors to determine appropriate training programs. Generates programs and conducts training sessions. Coordinates performance appraisal system. Provides guidance with respect to professional development programs. Monitors all training including intern programs.

Employee relations: reviews complaints, grievances and suggestions of all employees. Mediates resolutions between library administration and other university departments. Develops indicators to measure morale, suggests appropriate actions and provides feedback to the library administration, Personnel and Student Placement. Consults and advises on interpersonal working relationships, transfers, separations and disciplinary actions. Exit interviews all quits and terminations for appropriate feedback--obtains terminal performance ratings.

Budget: assists Director and Assistant Directors in preparation of Budget Requests for operations of the following fiscal year, for long-range financial planning and for special projects as needed. Assists in the development of funds allocations to the departments and services of the library. Develops and maintains funds expenditure records. Prepares reconciliation of these records with reports developed by the Budget Office. Requests any necessary changes from the Budget and Comptroller's Office. Prepares monthly report of expenditures and projection of future expenditures for Director of Libraries. Prepares monthly budget status reports for all department needs.

Requirements:

Education: MBA
Experience: 2-5 years of appropriate experience
Special Skills: Good communicative (written and oral) skills required

Relationships:

Internal: Continuous interface with all supervisory, administrative and employee levels

External: Continuous contact with Personnel Department, Student Placement, Budget Office, and Comptroller's Office. Occasional contact with senior administrative officials.

Media Librarian or Media Specialist

(This position is described for an academic institution,(community college) having separate departments of instructional media (audio-visual) and library services. These units may or may not be in the same larger unit or division. 8000 students are served.)

Purpose and Scope:

Study, research, and evaluate existing and potential media services needs of library users aiming toward library support of learning and instruction at the highest level possible.

Principal Responsibilities:

1. Identify, plan and recommend materials, equipment and facilities required to implement library media services programs
2. Work as library liaison to the instructional media department and to the faculty, both individually and in groups, to select materials and information collected and produced for instructional support which are to be made accessible to library services users
3. Plan with the technical services librarian the acquisition, organization and processing of non-print information coordinating such plans to the needs of the library public services areas and of instructional media
4. Plans with library circulation services personnel the operationsl details of circulating non-print media and equipment
5. Plan with library reader's services the details of organizing for retrieval of non-print information and information about non-print media to achieve integration of existing retrieval methods/systems of both instructional media and library services
6. Serve as library liaison to the instructional media department to secure and refine arrangements for major maintenance and repair of library audiovisual/electronic equipment
7. Plan and conduct in-service activities training personnel in the operation and simple maintenance of audio-visual-electronic information retrieval machines and system
8. Disseminate information about non-print media available for purchase to library materials selectors and determines the priorities in purchase of these materials to stay within the prescribed budget
9. Work with library personnel responsible for publicizing library services to apprise library users of available media services, equipment and materials
10. Assist in planning the application of instructional technology methods and materials to instruction in library use and to library work training
11. Serves as a member of the inter-departmental library and instructional media council

Requirements:

Education: Master of L.S. with emphasis in the application of library techniques in non-print media services; course work in instructional technology and its applications to the learning process

or

Instructional Media Masters with library course work in acquisitions, organization, dissemination and retrieval of media

Experience: 2-4 years in a media oriented library program (or a library oriented media program)

Special Skills: High degree of skill in oral communication and the dynamics of interpersonal relationships. Skills in problem analysis and application of systems techniques in solutions

Media Librarian - cont'd

Relationships:

Internal: Continuous interaction with instructional media, library staff, and college faculty

External: Maintains community and professional contacts serving the needs of the position

Supervision:

None

Librarian
(5th Year)

Position Title: Art Librarian (rank II)
Organization and Unit: Art library in university library system at an institution with an enrollment of 20,000 students

Purpose and Scope:

To be responsible for administration and operation of the Art Library (40,000 volumes in size) and for selection, storage, retrieval, interpretation, and dissemination of the Art Library materials in support of the university's academic programs and in response to research and study needs of library patrons. This person reports to the Assistant Director for Readers Services.

Principal Responsibilities:

Administration of the Art Library including budget preparation, planning and development of services, investigation of new equipment and techniques which can improve services and operations, training and supervision of staff, and coordination of Art Library objectives with those of the university departments, for effective fulfillment of its mission.

Selection of materials in all forms (books, periodicals, slides, microforms) for this unit in cooperation with other members of the university community, as appropriate

Determination of records or indexes needed for maximum utilization of Art Library materials and implementing their adoption

Interpreting Art Library collection to patrons through orientation programs, book lists, displays, exhibits, and reference, circulation, and interlibrary services

Training and supervision of four staff members to provide effective service to patrons

Preparation of work assignments and library schedules for this unit

Evaluation of supervised employees

Requirements:

Education: Master of Library Science degree, B.A. degree with Art or Art History major, reading knowledge of France. Equivalent education may be accepted.

Experience: Two years of academic library experience in reference work with some supervision and training of clerical staff or equivalent experience

Special Skills: Understanding of library resource use requirements of Art, Art History, Architecture and related academic programs and the ability to fulfill these needs. Ability to communicate clearly in verbal and written form.

Relationships:

Internal: Regular interaction with appropriate members of the library and university staffs and with library patrons

External: Direct and indirect contact with university departmental representatives on campus and with other libraries and agencies off campus

Supervision of Personnel:

Will supervise one Library Associate and three Library Technical Assistants

Sixth Year Librarian/Specialist

The Senior Librarian and/or Senior Specialist function in high-level responsibilities which include but are not limited to administration. This person must possess superior knowledge of some aspect of librarianship or information science, or of other subject fields of value to the library.

Knowledge, Skills and Abilities Required

Has relevant professional experience as well as qualifications beyond those required for admission to the first professional ranks. It is assumed that such advanced qualifications shall be held in some specialty, either in a particular aspect of librarianship or some relevant subject field.

Administrative responsibilities entail advanced knowledge and skills comparable to those represented by any other high-level specialty. Appointment to positions in high level administration requires a specialization in administration. Specialist responsibilities entail equal qualifications in a specialized area such as archives, bibliography, reference, information science.

Examples of Responsibilities

1. Direct a medium-sized or larger library or a major department in a large library, or function within a given subject area displaying advanced knowledge and techniques.

2. Independently plan, organize, implement, and/or evaluate the program for which this person has responsibility such as public relations, business operation, continuing education, personnel.

3. Investigate new trends in specific program areas and test new techniques, materials and equipment for improvement of the operational functions.

Sixth Year

Position Title: Asst. Director of Libraries

Purpose and Scope:

To assume responsibility for the effective operation of a specific aspect of the library organization as delegated by the Chief Librarian; to make recommendations and reports to the Chief Librarian and to coordinate operations with other administrative and operational units; to aid in the determination of the library's objectives and to further explicate these objectives in terms of the specified area of responsibility.

Principal Responsibilities

To understand the library's objectives and implement these objectives by establishing sub-objectives or programs for achieving desired results; to identify long-term objectives for eventual implementation

To organize the staff into effective operational units in terms of the objectives; and to directly supervise immediate subordinates

To communicate the organizational objectives to all staff levels using a variety of communication modes aimed at different conceptual levels

To establish methods for evaluating results of the various programs using both quantitative and qualitative measures

To identify significant problem areas and determine techniques for collecting adequate, relevant data on each problem

To evaluate this information and seek possible solutions to a problem

In conference with appropriate staff members, select and implement that solution which seems most appropriate

To inform subordinates, peers, and superiors of changes which affect operations or objectives external to this area

In cooperation with the personnel officer, to define positions and select new staff members

To conduct written and oral evaluations of all subordinates

To recommend promotions, demotions, and terminations of immediate subordinates, and aid them in evaluating their subordinates

In cooperation with the budget officer, to identify financial support needed for staff, programs, and materials

To recommend necessary changes in physical environment in terms of physical lay-out, replacement or addition of equipment, and possible renovation, assigning $ amounts where needed and recommending minimal specifications for equipment

In cooperation with the total staff, to develop acceptable channels of communicatio for transmitting positive and negative statements on policies

To develop and/or identify appropriate in-service training and continuing education for all staff levels; and to participate in relevant educational processes both as student and as instructor or resource person

Through continued involvement in appropriate professional activities and awareness of the state of the art gained through relevant current publications and activities, to continuously consider the impact and relevance of new ideas and technologies on the operations of this library and to recommend changes or innovations when deemed appropriate

Requirements:

Education: Master's degree in library science; sixth year degree or certificate in a library science/ cognate field program or relevant continuing education in any of its forms

Experience: Five years of successful experience including at least two years as a department head in a large institution or as assistant librarian in a small institution

Special Skills: Evidence of both task and human orientation as reported in recommendations received in support of the application and as revealed in the interview process

Sixth Year - cont'd

Relationships:

Internal: Major contact with institutional administrative hierarchy, other library staff members, and groups of users

External: Professional associations and organizations, including those other than library groups; civic organizations and visitors

Supervision of Personnel:

Direct supervision of all __x__ department heads; indirect supervision of __x__ departmental staff members

Large Public Library

Position Title: Director of Libraries (Senior Librarian)

Purpose and Scope:

The director, under the general supervision of the library board, is responsible for the administration of the entire library system. This responsibility includes the dissemination of knowledge through the professional utilization of library resourc In cooperation with other city units the director of libraries facilitates the extension of the resources of library system to the entire legal community.

Principal Responsibilities:

1. To develop policies, services and resources to meet the immediate and long-range goals of the library and community
2. To independently plan, organize, implement, and evaluate the entire library's operation
3. To employ effective management techniques in directing, planning, organizing, staffing, coordinating, budgeting, and evaluating the library's operations
4. To continually analyze relevant influencing factors, such as the legal, physical and statistical aspects and their effect on the library's operation
5. To provide open avenues for the critical review of library operations, such as acquisitions, circulation, personnel management, and financial administration
6. To direct the administration of personnel regulations; the review of staff performance; and to approve new staff appointments, promotions and dismissals
7. To direct investigation of new trends in specific library programs and facilitate testing of new techniques, materials and equipment for improvement of the library's operational function
8. To serve as the official representative of the library system in all actions that are legally binding upon the city
9. To direct the administration of a library in-service training program, and to provide for the continuous upgrading of library personnel through the encouragement of continuing education
10. To encourage staff participation in professional societies, associations and activities at all levels

Requirements:

Education: An advanced master's degree in library science with a concentration in administration, in addition to a master's degree in library science from an ALA accredited program

Experience: A minimum of five years at the professional librarian level, with at least three years of administrative responsibility in a medium-sized or large public library

Comments:

The director of libraries is expected to be in continuous control of the library system; to be able to effectively communicate with the library community, both staff and public; and to be a leader in the community while serving as the official representative of the library.

Library Specialist
(Chicano Studies Librarian)

Purpose and Scope:

Under specific policy guidelines established in the Program Memorandum, is responsible for selection, acquisition, organization, creation, and dissemination of knowledge in the area of Chicano studies. The incumbent must concern himself with the interrelated parts of the complex network of activities which comprise the bibliographical and other media needs of the Chicano Studies Program users in the University.

Principal Responsibilities:

Plan and implement a library program for the following categories of educational programs to be undertaken by the University for Chicano students

1. remedial work in development of skills and attitudes needed for future success in academic environment
2. developing the resources needed for the student's vocational and occupational skills
3. development of resources needed for inculcating advanced academic and professional skills
4. development of a general research collection in the area of Chicano culture
5. develop a program for assistance of the Chicano student and student of Chicano culture which employs a minimal amount of patron time

Requirements:

Education: Master of library science degree; master's degree in appropriate subject field, e.g., Latin-American culture, sociology, anthropology, romance languages, or geography; Certificate of Advanced Studies in area of Latin American librarianship

Experience: Circa 5 years experience as professional librarian in the general area of Latin American bibliography

Special Skills: Fluent reading, writing, speaking ability in the Spanish languag ability to plan, organize, direct, staff, coordinate and budget a comprehensive library program for the Chicano Studies Program

Relationships:

Internal: Responsible for overseeing that program undertaken is in line with Program Memorandum and calls for continuous monitoring of whole staff of associated bibliographers, reference specialists, catalogers, and supportive staff which are assigned to the Chicano Studies Program

External: Responsible for continually monitoring the program and acting as liaison between the teaching staff and research staff in the Chicano Studies Program to insure that library programs and teaching programs are in line with each other

Supervision of Personnel:

Is the Program Officer for the library in the Chicano Studies area and is responsible for all staff assigned to that area. See Program Memorandum for specific personnel assigned.

QUESTIONNAIRE FORMS

Institute on
UTILIZATION OF LIBRARY MANPOWER

November 29 - December 10, 1971

PART A

Instructions

I. Circle the point on each line which in your opinion indicates the importance to the library profession of the following goals (or segments thereof).

NC = no comment
0 = of no importance whatsoever
.3 = of minimal importance
.7 = of importance
1.0 = of utmost importance, highest priority

II. Circle the point on each line which indicates the extent to which the institute goals (or segments thereof) have been achieved here for you personally.

NC = no comment
0 = not at all
.3 = a beginning has been made
.7 = we're near the goal
1.0 = achieved completely

OBJECTIVES	I IMPORTANCE	II ATTAINMENT
A 1 To evaluate the objectives of libraries and the organizational structure in which library personnel work today	0 .1 .2 .3 .4 .5 .6 .7 .8 .9 1.0	0 .1 .2 .3 .4 .5 .6 .7 .8 .9 1.0
2 To develop new objectives and structures which permit greater flexibility on the utilization of the full potential of library personnel		
B To examine the present task assignments of library personnel at the following levels:		
1 Library aide		
2 Library technician		
3 Library associate		
4 Librarian		
5 Senior librarian		
C To compare the present task assignments with skills, knowledges and abilities acquired or possessed by potential library employees		
D To evolve new task groupings to utilize fully the expanded educational achievements of potential or practising library personnel		
E To discover routes by which individuals not meeting educational requirements can enter into and advance up a library career lattice		

PART B

1. What insights have you gained from this institute that may enhance your qualifications and/or abilities as an administrator?

2. As a result of knowledge gained, what kinds of changes might you recommend in the organizational structure or personnel utilization of your library?

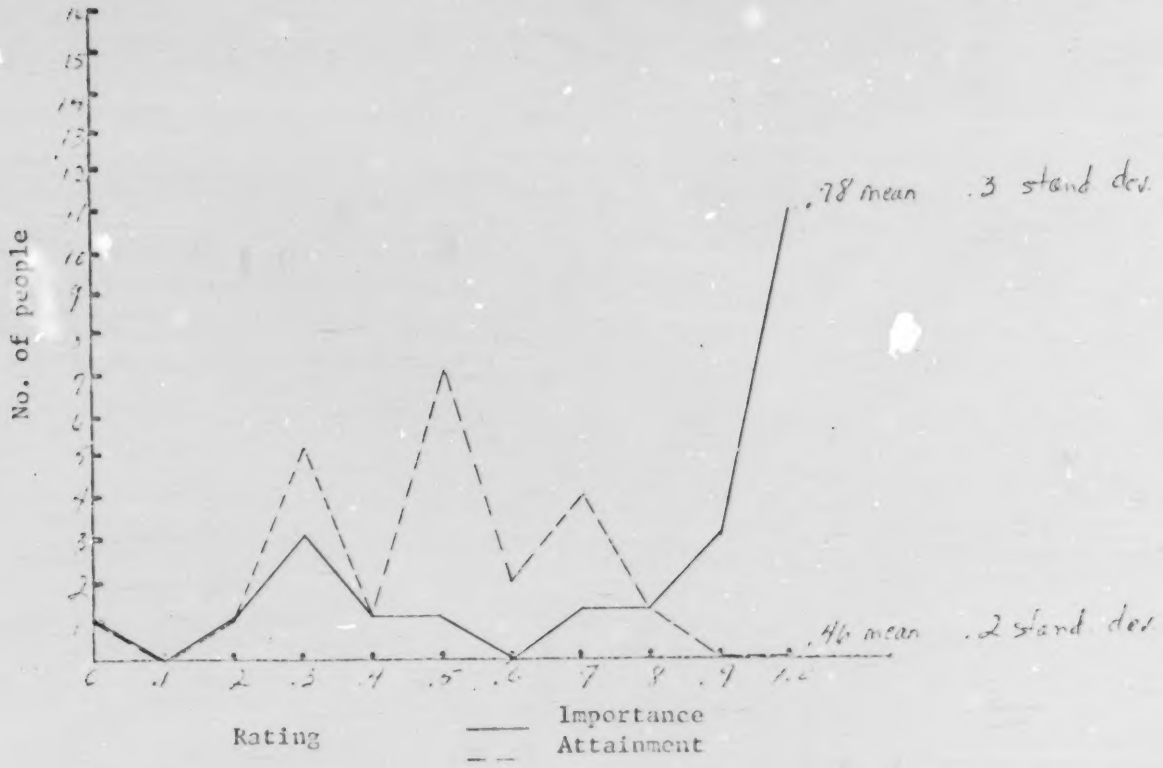
3. What information gained will probably be of most value to you
   1) in your present position
   2) in the future?

4. What did you expect
   1) that has been achieved
   2) that has not been achieved?

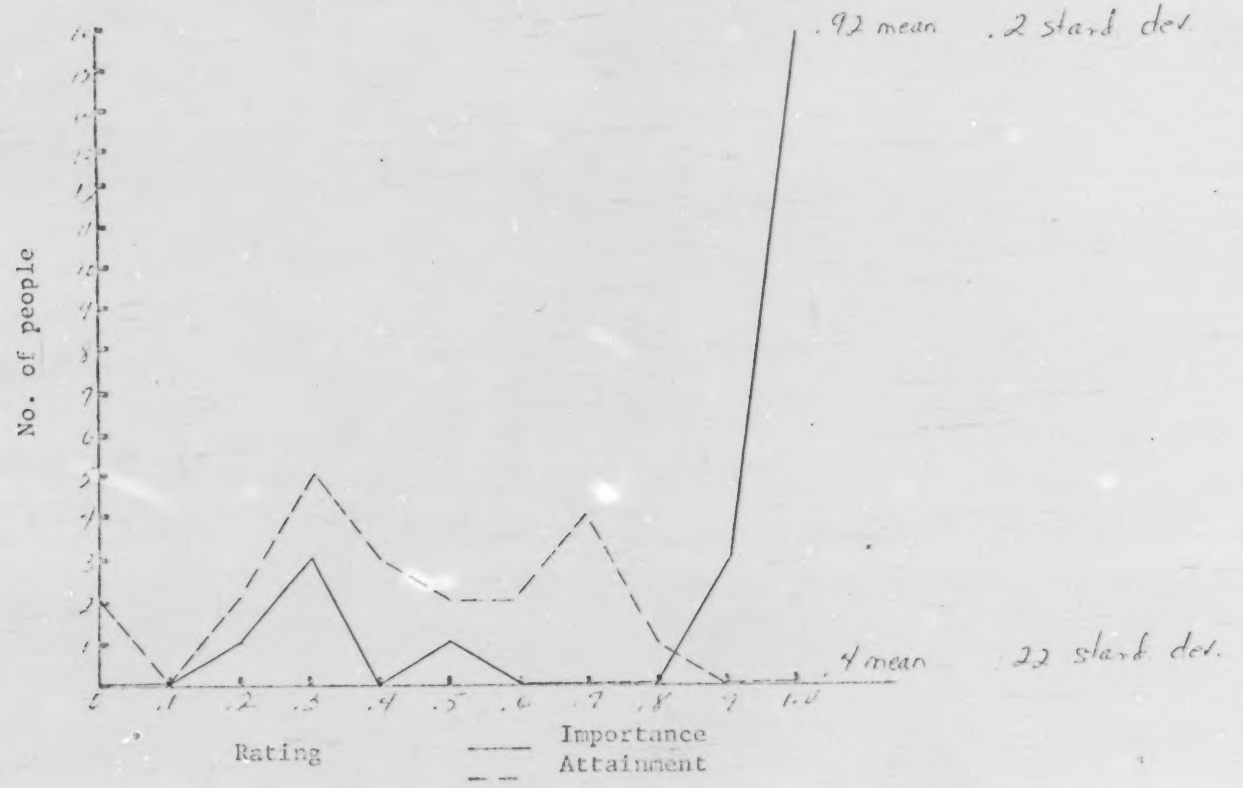
5. Informally, how would you evaluate the Institute?

6. To what extent did the following elements contribute to the Institute:
   1) lectures and class activities
   2) class discussions
   3) small group assignments
   4) informal out of class discussions

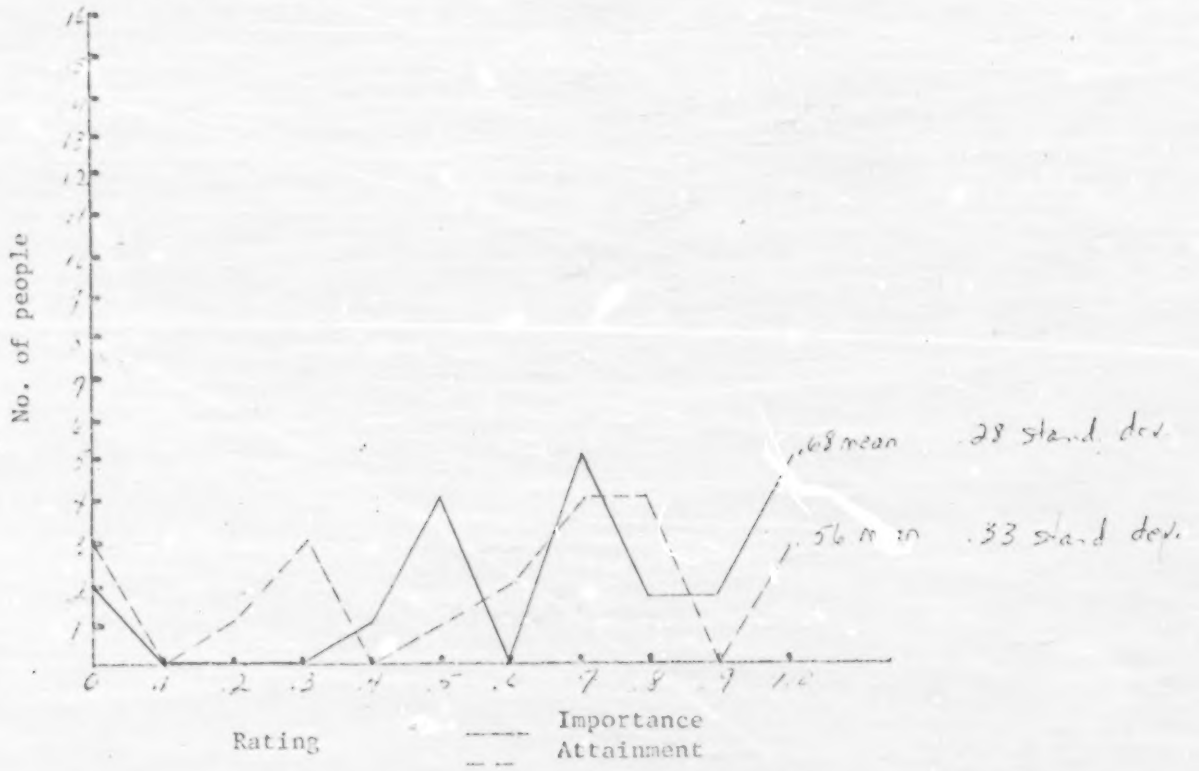
A 1 To evaluate the objectives of libraries and the organizational structure in which library personnel work today



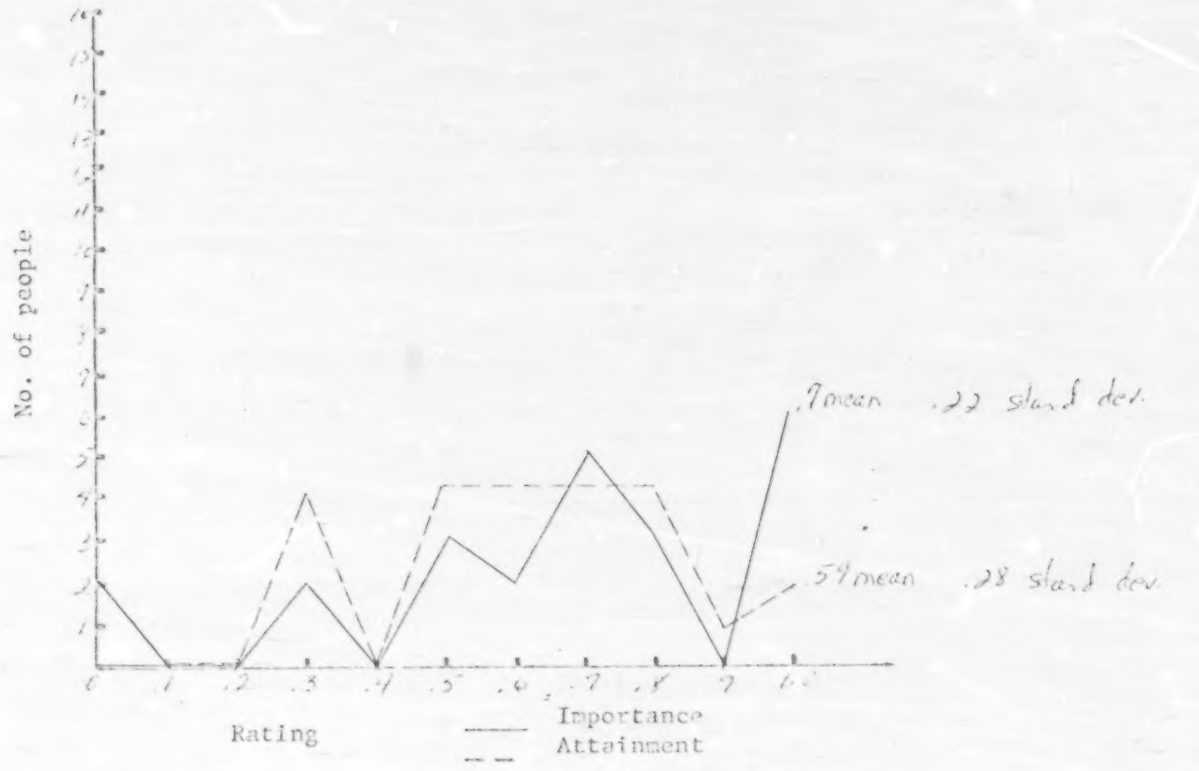
A 2 To develop new objectives and structures which permit greater flexibility on the utilization of the full potential of library personnel



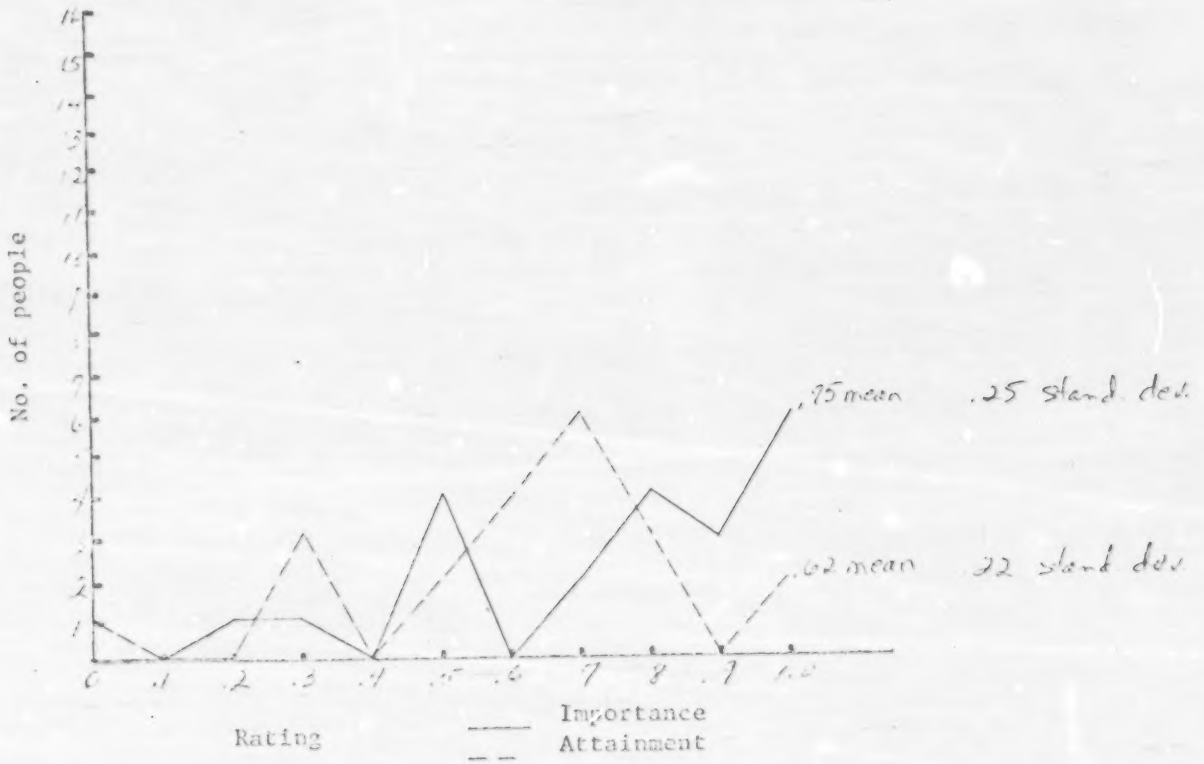
B To examine the present task assignments of library personnel at the following level:
1 Library aide



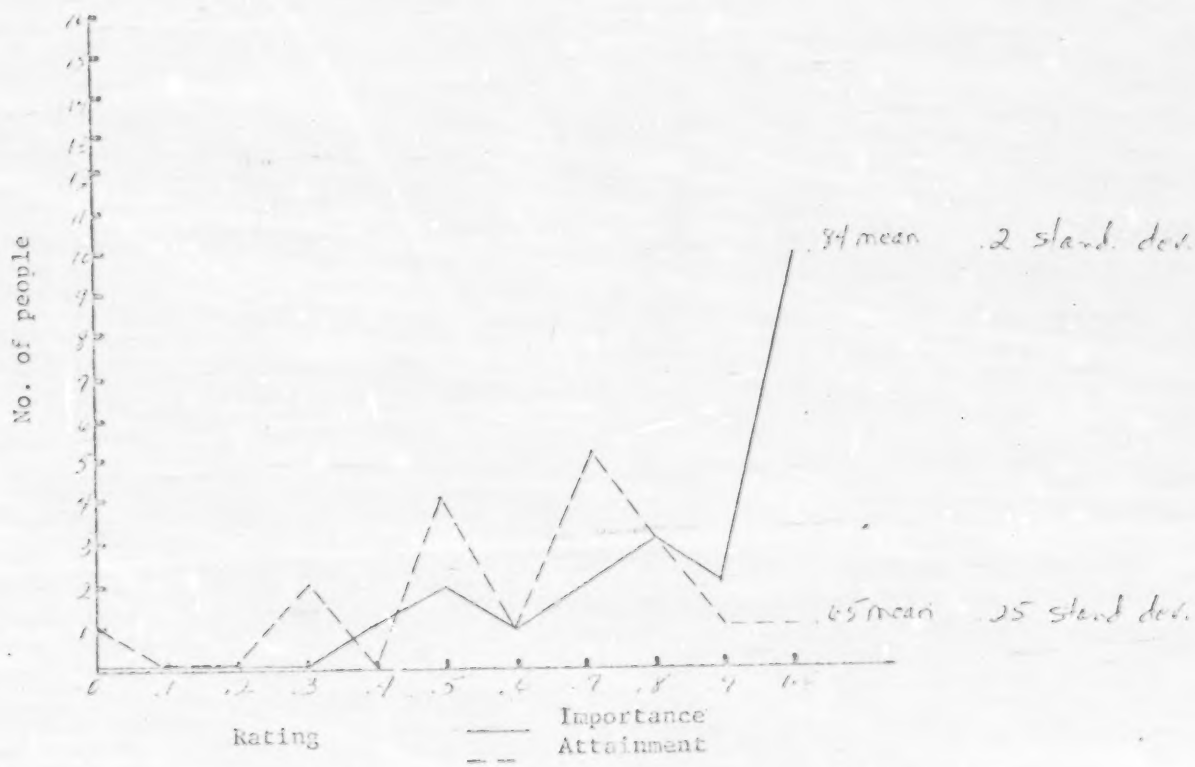
B To examine the present task assignments of library personnel at the following level:
2 Library technician



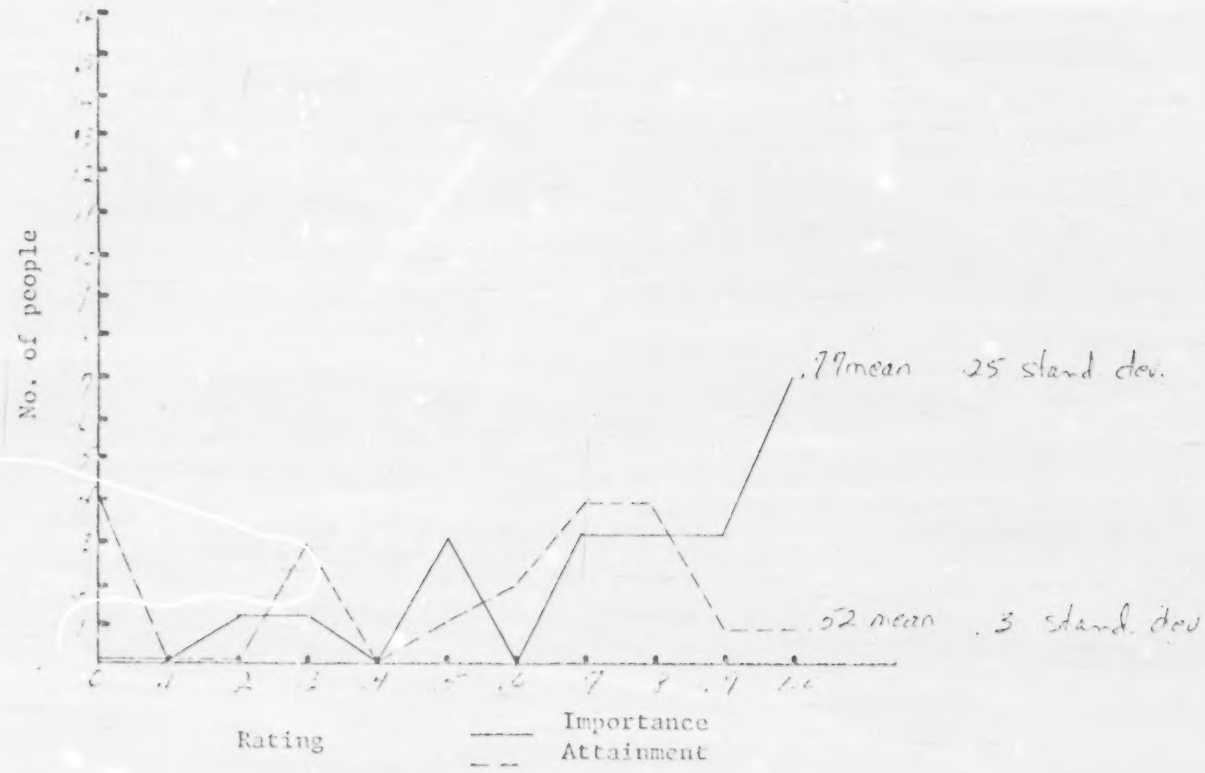
B To examine the present task assignments of library personnel at the following level:
3 Library associate



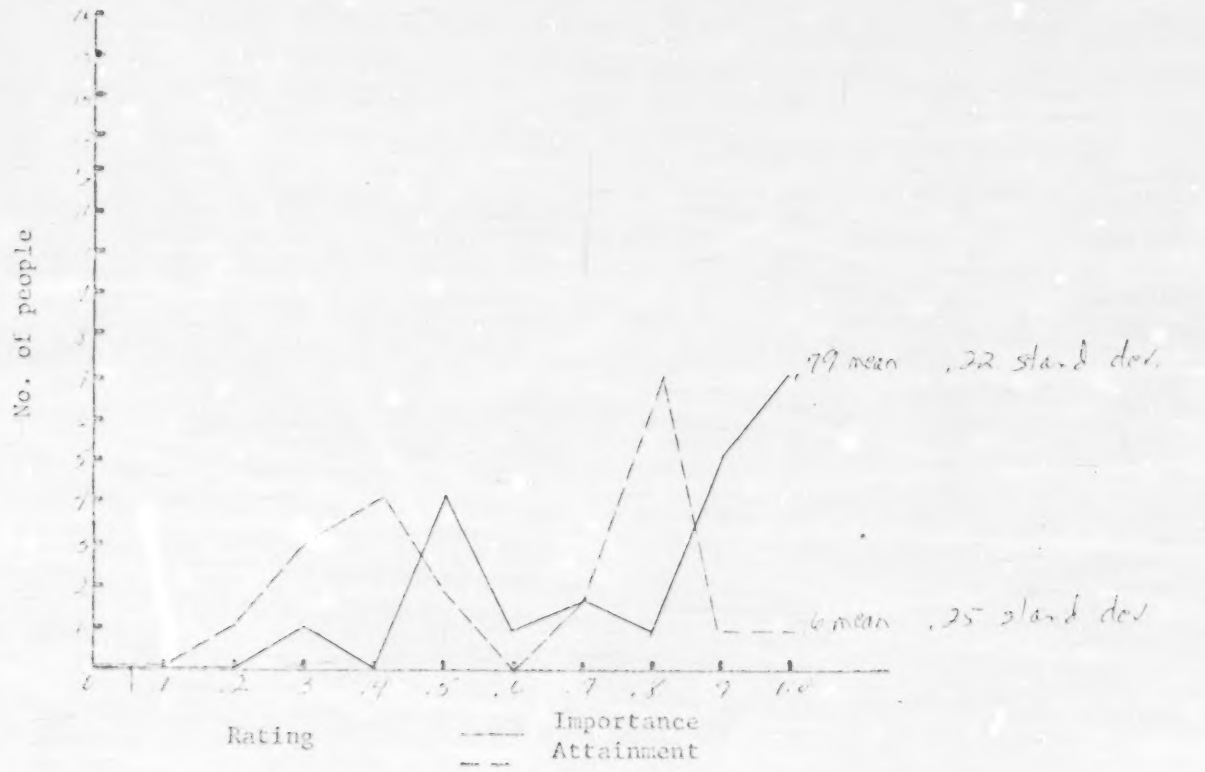
B To examine the present task assignments of library personnel at the following level:
4 Librarian



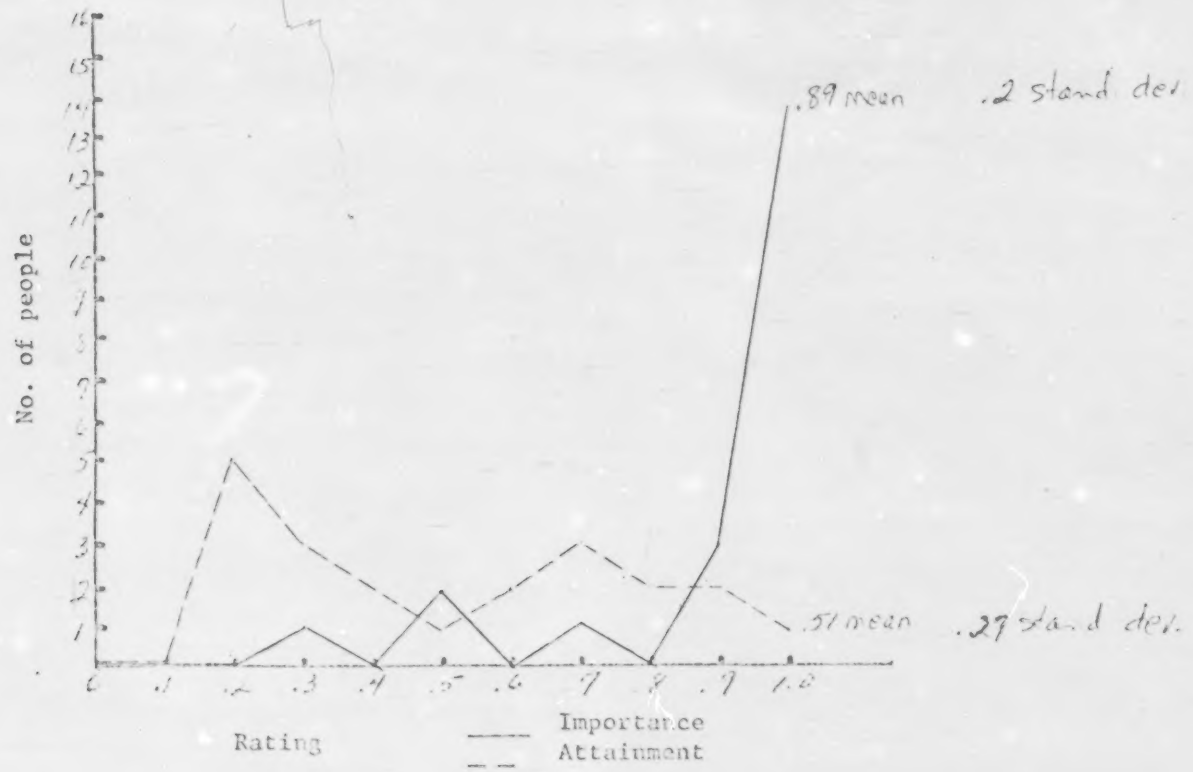
B To examine the present task assignments of library personnel at the following level:
5 Senior librarian



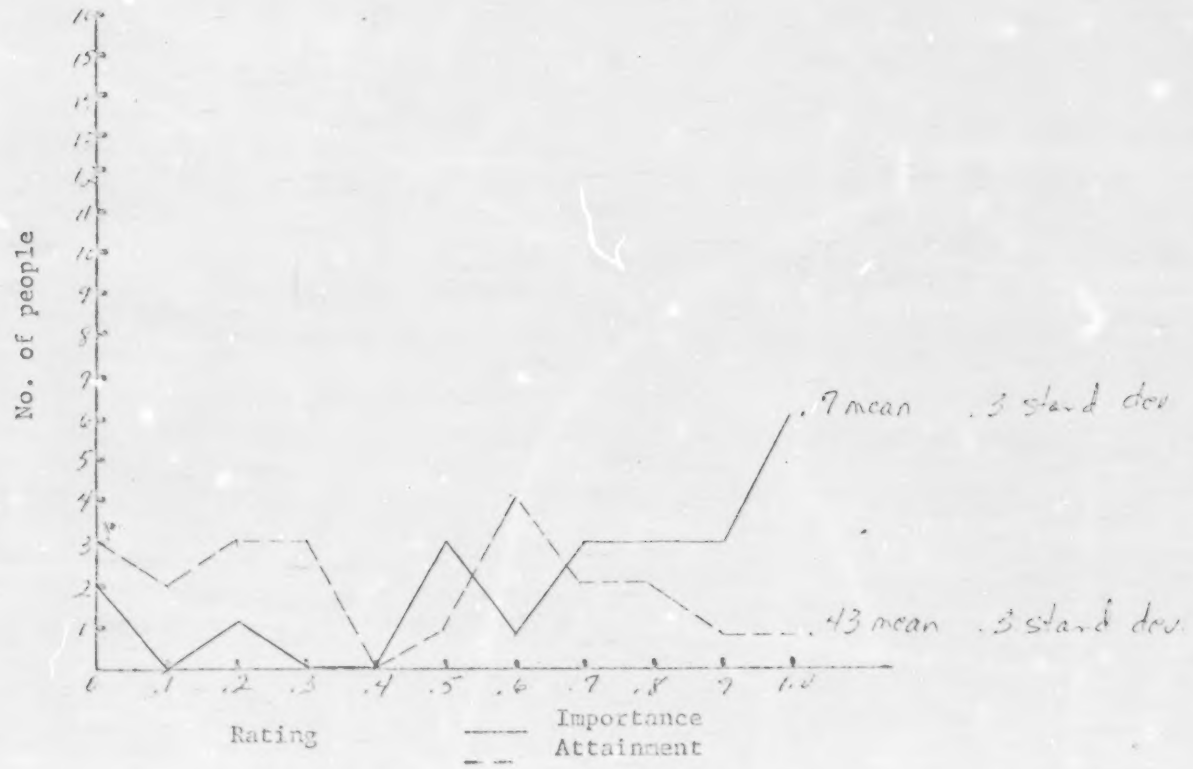
C To compare the present task assignments with skills, knowledges and abiilities acquired or possessed by potential library employees



D To evolve new task groupings to utilize fully the expanded educational achievements of potential or practicing library personnel



E To discover routes by which individuals not meeting educational requirements can enter into and advance up a library career lattice



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1. What insights have you gained from this institute that may enhance your qualifications and/or abilities as an administrator?

Better Focus on the nature of the problem of utilizing personnel effectively. Exposure to diverse views, recognition of rigid thinking (including my own).

1. The usefulness of the dynamics of group involvement in the solution of problems.
2. A new look at dynamics of an organization.
3. A realization of the need to approach the manpower problem with knowledge of basic principles and systematic, rational examination needs as these refer to basic underlying philosophies.
4. The idea that human talent can do more than we normally give it credit for being able to do.

Insight into philosophies of librarianship of various elements for broadening of outlook.

I see the components of organizational interaction more clearly and can now define more objectively what avenues for action are needed in the local institution and the overall profession(s). The answers to some of my "whys?" will be more to the point and of a greater depth, hopefully.

Fuller utilization of library personnel . Look at current picture and propose changes where advisable within my institution. Dr. Vardaman's presentation sharpened current methods and techniques which an administrator should be cognizant of and employing.

Parameters of performance at various levels as perceived by members of the group, not to say I agree, but knowing something of limits as seen shows where development of new ideas can occur.

Knowledges of various modes of management and motivational factors for people.

Better able to review job assignments and job descriptions.

Variables involved. Continuous evaluation of staff needed as well as emphasis on in-service training. Times dictate that the individual employee must have opportunity for growth and creative outlet, as well as consideration for the institution.

An awareness of the library and library technical assistant slots. The basic statement of less than optimal utilization of existing manpower has caused me to reflect about changing my own organizational structure. This means upgrading of some staff, but primarily a much greater emphasis upon in-service training.

A definite reinforcement of the idea that the way to improve libraries as a place to work is to continue concentrating on finding ways to help people contribute to library goals contributing to their own development.

It has enforced my conviction that the human element in an organization is the most important one, to utilize persons to maximum capability, but in turn also gives them the status (and compensation) they deserve according to the kind of jobs they do and their performance of these jobs.

Not an administrator.

The sessions on principles of management have been most helpful to me in enlarging my capacities to understand how management can be improved through their use.

The exposure to managerial techniques and styles in Dr. Vardaman's lectures provided much insight. Perhaps, for the first time I understand the seriousness of the dependent subordinate.

More detailed management information principles and techniques gained from Dr. Vardaman.

An insight of the problems of librarians in this area of utilization of personnel. That there are many levels in all types of institutions which each require thought, planning and implementation, if we as a profession are to make strides for the future.

That a great majority of librarians put a great emphasis on experience.

The goals for beginning level librarians are set too low in libraries and do not utilize their skills, abilities, etc. to better than minimal capacity. This also holds true for the library associate and both levels must be brought up to their potential for greater resource utilization in my own library.

New views of personnel administration concepts framed by the institute and in use at institutions of participants. The opportunity to look beyond one's own situation was very good. A different feeling about relationships of staff to the institutions' objectives; perhaps more humanitarian.

Not holding an MLS, the mystique of the profession has been held above me. Thanks to the candid comments of the participants, I am no longer overshadowed by this mystique and feel I can accomplish much more without this encumbering burden.

More knowledge on how to effectively change an organization.

2. As a result of knowledge gained, what kinds of changes might you recommend in the organizational structure or personnel utilization of your library?

Not currently in a library.

a. When additional staff is added place these at classification levels that will offer the encumbent a challenge.
b. As replacements are made approximately 7 positions now at the L.A. level will be reclassified at the LTA level, and 2 at the MLS level to the LA classification.

AV training for Lib. Tech. Assts. in college courses so they can be utilized in this area. Instigating procedures for formulating objectives at lower level which should bring out possibilities for better utilization of manpower.

Realignment of our career lattic structure in terms of present personnel utilization, future personnel utilization, salary and tasks.

Job descriptions -- look at current ones and revise where needed. No change in organization chart. Perhaps using LTA title if equivalent with existing budgeted positions. As for personnel utilization, best possible.

Use more library technicians for many tasks now performed by "professional" librarians. Develop and improve "team" concepts.

Inclusion of community aide, library technician and a more realistic use of specialists as well as maximizing the abilities and contributions of the professional librarians.

Hope to work toward more involvement of individual personnel in job performance, goal setting, evaluation.

Changes in job classifications, and yet leave room for overlapping and flexibility. Utilize the specialist, and avoid title rank as superiority. Try to justify personnel by objectives attained.

I think that I will attempt to make more utilization of task forces. I envision a total restructuring of my organizational chart -- this may mean more emphasis upon the staff rather than line functions. As stated in #1, I will attempt to develop more in-service training.

The differing kinds of relationships over and above the authority line should be shown. Ours definitely gives the wrong impression as to how we work -- at least I perceive it as so.

upgrade clerical positions to Library Technical Assistant
upgrade Library Technical Assistant to Library Associate

1. Simplification of organizational structure by re-evaluating jobs in such a way as to combine or cluster similar operations.

I shall give greater emphasis to the utilization of the specialist on all levels (a concept already being employed in my institution), and I will promote the use of the community aide.

None in organizational structure. I plan to recommend that Library Technician and Community Aide be added to our pay scale.

More use of performance evaluation in library operations.

A stronger educational requirement program.

More use of task forces to solve specific problems involving more than one segment of the library. Moreover these task forces should draw on all levels of personnel, not only the professional.

Probably a survey of professional positions in terms of job positions. A look at total organization with a view towards restructuring for better use of staff capabilities.

I will recommend a complete reevaluation and restructure of our Catalog Dept. To bring in more non-professionals in positions which have been occupied by professionals and to establish a sound cataloging system which encompasses the principles of standardization and simplification.

An organization chart and job descriptions. Try to get Head Librarian to delegate authority.

3. What information gained will probably be of most value to you
1) in your present position

evaluating our curriculum in l.s.; counselling students; more emphasis on problem oriented teaching

In the context of Dr. Vardaman's review of organizational dynamics, the idea of pushing responsibilities downward and then effective utilization through increased in-service training

Job descriptions and tasks which will be used to re-evaluate our utilization of manpower.

The organizational structure concepts and the interaction of task analysis.

LTA - employment of that degree holding applicant, and if so, where to slot in position classification. Library Associate: reassessment of duties and responsibilities for better utilization. Community aide -- can be employed in my institution?

Patterns for determining job requirements and qualifications based on organizational objectives - Vardaman

Methods and forms of job descriptions. The job analysis based on tasks and objectives.

Insights into interpersonal relationships with library staff, particularly subordinates.

A diversity of conditions that exist, and yet the existence of things in common. The extent of waste that is perpetrated by minimal use of educated manpower.

The basic statements of knowledges, skills, abilities for the different classifications. Content of Vardaman lectures also of great value.

The sampling of viewpoints as to what each Manpower Statement category means in the real-world application possibilities.

The use of Library Technicians and Library Associates.

Change in educational content. Expressions of the group about the kinds of jobs available, about changes in social structure, shift of emphasis will have a bearing on the kinds of educational programs to be developed for library personnel.

The explanation and example of the utilization of the community aide.

More detailed information on qualifications, skills and abilities of library technicians. Use of community aides.

Difficult to isolate specific information. Overall have gained bits and pieces which will be useful.

The interaction of the group toward the institute task or working with groups

That the two lattice structure as outlined by ALA does not go far enough in its explanation for implementation in a specific situation. That much modification needs to be done to adapt it in a specific library.

The view of change in professional requirements and how this might affect staffing. Vardaman's concepts of administrative structure.

The drastic need of the library profession for capable and competent administrative specialists.

Knowledge skills and abilities listing for 5th year graduate and job descriptions.

2) in the future?

need for more study, reading and thinking about management and correlation of library activities to some effective management mode.

Will probably not change positions.

Overview of operations of other library activities.

The fact that there is much work to be done in the proper utilization of personnel and that this institute is merely the "food for thought" phase.

6th yr. degree: employment opportunities at my institution? Are we falling into the trap of over educating? LTA - Lib. Assoc - 5th - 6th - PhD -- can we utilize "effectively" these degree holders?

The above information plus a knowledge of educational needs for staff elements, as perceived by members of the group, will be useful in setting parameters for continuing education developments.

Don't know!

Confidence to attempt to carry more responsibility as the situation arises.

Opportunity to implement recommended lattice levels of job descriptions.

The necessity for increased emphasis upon the job, in service, and continuing education

The possibilities for incorporating a non-degree (library) into the organizational chart at various levels.

Because of my small situation (4 year undergraduate university, 3 prof. librarians, 5 staff members) same as no. 3, no. 1.

The statement in no. 3 will be a continuing process for future changes.

Dr. Vardaman's lectures on techniques of communication and explanation of "when to communicate."

This will carry into the future.

The documents on knowledges, skills and abilities and typical tasks.

Same

The need to continuously assessthe use made of our personnel in order to shift them to tasks that will utilize their talents. In other words, to continually plan for a changing environment.

Interest in continued reading and learning on the main thrust of the institute

Same as above

I'm not sure

4. What did you expect
   1) that has been achieved

More consensus has been achieved than I expected. Generally good K, S, A's and job descriptions, more management content and at higher level than expected.

a. Development of a philosophical base
b. Creation of job classification requirements and descriptions for the 5 levels
c. Interchange of ideas from people of different backgrounds

Position analyzation and definition

Much discourse in problems in a variety of situations; solutions have been posed for individual consideration; horizons of thought and possible action have been broadened

1) Maximizing library personnel in line with changes within community that library operat
2) necessity for satisfactory, well organized and written job descriptions

More knowledge of how librarians, as represented here, see: the use of people to accomplish the objectives of libraries.

An awareness of how professionals are being used and might be used better! How to write job descriptions.

I think that I have grown in ability to understand and handle supervisory situations. I have profited by getting to know other persons in supervisory situations and to observe their varied abilities and tendencies.

Exchange of ideas.

Basic descriptions of the different levels of library manpower.

The positive distinction between clerk, technical assistant and Library Associate and how I can sell these different levels to the institutional administration, in order to upgrade clerks to either technical assistants or library associates.

It explored problems that were new -- some old.

Use of manpower from disadvantaged groups, at least to a limited extent.

Production of group documents relating to the utilization of library manpower.

The various statements concerning knowledge, skills and abilities.

Fruitful discussion on the two-lattice structure in libraries and a more explicit statement of what can be expected of people coming in at the entry level.

Utilization of library manpower in predictable changes of education of personnel and library use of these people.

Statements of tasks, abilities etc. and job descriptions.

Job descriptions, list of knowledges, skills and abilities

2) that has not been achieved?

Given the multiple variables of different positions at different points in the lattice, it seemed impossible to fully cover the two tracks of the lattice. Initially I expected to cover the whole ladder but later hoped we would narrow our view to the library side of the ladder to avoid chaos.

More time for evaluation and group assignment activity.

New tasks -- felt I would learn of the ways other institutions were using their lib. personnel in innovative manner. Would have liked more on disadvantaged employment.

I had no preconceived notions to be lived up to since I had never attended a similar institute.

1) 6th year degree - is it really necessary if library staff take advantage of continuing education programs with concurrent recognition, eg., salary promotion (grade or academic rank)
2) recommendations for better utilization of supportive staff personnel

A clear identification of objectives (this may have occurred when I was absent). I don't think we can actually come to grips with some of the organizational problems, etc., until we have clearly defined the objectives of libraries in terms of the clientele served.

Challenging the ALA Manpower statement. Would recommend we formally sponsor the view that librarians should be in charge of libraries, that BLS teachers would be considered professional, that we change Basic Requirements to Desirable education and/or experience. That the mgm't presentations would have been more pragmatic applications of theory to our goals.

Hardly knew what to expect, but had thought it would be centered more on management principles.

More decisive goals.

While the institute was not a personnel management institute, so much of what was done concerns the methods used in dealing with individuals. A few case studies of situations where the input of the group could have been used to suggest possible solutions for those problems, each of us have in the general area of manpower utilization.

Since my main interest lay in the objectives stated above, I feel that what I have expected was achieved. Therefore my answer is nothing.

There were no definite solutions to any problems, although avenues to solutions were defined.

The drafting of organization charts.

Expected more detailed information on use of disadvantaged and more suggestions for wider use in libraries of this comparatively untapped source

A more defined overall perspective of how the total picture of library manpower utilization as it is today and what changes can we make, or what can we expect in a few years in this area.

The change or lack of change in organizational structure. It does not appear that we handled the tasks -- we just changed the names of the personnel involved within the organizational structure

Clear and precise definitions of the 5 level structure and how it can be integrated into an organizational pattern that will be constantly changing.

How best to re-utilize staff in our present structure of tight budgets and limited resources.

The meaning for which the above were achieved.

Correlation of organization chart to objectives of an institution -- this idea was pushed onto us and not satisfactorily explained why! We had to say over and over again organization charts only show reporting structure. Some attempt should have been made to show attempts to objectives in a chart, since this was considered important enough to take up our time.

5. Informally, how would you evaluate the institute?

Fine, John, Learned a lot; found the other participants stimulating and intelligent. Pleased that we reached a point of open conflict on numerous occasions. Still think that we need to consider how we might develop something other than a conventional organization chart which would state orgn. objectives, modes for achieving them, reporting mode and communication mode. Could be an institute in itself.

For me, personally, it was very useful time spent. I feel that I am equipped with new and broader views of needs and methods for more effective use of human resources. The documents that came from the institute could have benefited from more time for study and revision.

Felt we reached for the goal of studying utilization of manpower, but didn't come up with anything future-oriented particularly. Did not believe guests contributed to institute. However -- I gained a great deal to think about and evaluate -- and aid in determining own philosophy of goals in the field. Broadening. Would have liked more on trends in field and what grad lib schools are specifically offering

Very enlightening (and I have much assimilating to do yet).

Satisfactory -- within stated institute objectives. Above average within personal objective in attendance - Utilization to fullest extent library personnel.

It was an excellent beginning effort to come to grips with an important problem. I don't think that we have really clearly identified and analyzed the problems as yet, but these first steps must be taken before further in-depth work can be done. The problem has existed since the beginning of modern library history, so I'm sure no one expects to clear it away without considerably more effort.

The institute was valuable. It permitted us to exchange, alter or change our views by free "unstructured" discussion. Our efforts should become seeds of action and discussion in the profession. One of the best things to come out of it is the relationships and friendships developed.

It was good; a good balance of direction and letting it go ways the group took the discussion.

Concerned and dedicated. Specialists -- some librarians would have offered the other side.

A little short of expectations, but certainly worthwhile. Major criticism -- too much time spent on hassling about semantics.

It has been a growing experience for me especially in the personal contacts.

It was a very well organized and constructed institute, bringing in elements (e.g., organizational structures, etc.) which are out of our profession but essential to them. The selection of the group professionally and geographically was excellent.

Fair.

1. It has brought together persons who are interested in a commonality of problems.
2. It has stimulated thinking that may result in change.
3. It has provided information on a number of levels that is valuable.
4. It has revealed attitudes that show willingness to change, unwillingness to change.

Fair

It is not the most outstanding institute I have ever attended, but after a slow beginning, it developed, because of outside interpersonal relationships, into a worthwhile meeting. Perhaps if more information had been disseminated before our arrival in Denver, as to goals, methods, areas, etc. of the institute, it might have been more effective.

I found it very helpful to be able to work with a group of librarians and support personnel from all types of libraries. Structurally it was sound -- but the group had little chance to interact with subject content (lectures) and tasks. Vardaman's lectures were canned and the group should have been able to relate, but because of the nature of the presentation little audience input was allowed. Overall rating -- good.

Much discussion has taken place and I think some of us have come away with different ideas than those we brought. It has changed some people who attended to better cope with situations in their institutions.

After we got started, I thought it was very good in terms of all levels of participation and in terms of doing what we set out to do. Perhaps more definition of terms and constraints at the start would have helped in establishing direction.

Task oriented, rather than objective oriented. By this I mean we had an objective -- to research techniques for effective utilization of library manpower. We also had a task -- to produce statements of knowledge, skill and ability, of typical tasks and to produce job descriptions. We accomplished the latter which was assumed would automatically accomplish the former. It did not. Evaluation = Z.

A little more planning and organization was needed. The last 2 days have been very boring and a great letdown. The Advisory panel should have had all morning to go over the papers and then meet with us.

1. Greatly
2. Effective
3. Very effective
4. Most effective

1. Fair
2. Fair
3. Fair
4. Didn't talk shop

1. Very valuable
2. Very valuable
3. Very valuable
4. Very valuable and informative

1. Perhaps Dr. Vardaman's lectures were too compressed in content to allow for much cognitive result at the time --require a thoughtful restudy. But usually interestingly presented.
2. Informative and stimulating.
3. Productive
4. Soothing

1. Dr. Vardaman was especially good -- also appreciated other guests and their contributions.
2. A good input but began to break down in interest and effectiveness the second week
3. Perhaps the most beneficial; allowed communication and exchange of ideas and a sense of achievement
4. Always beneficial -- in relation to purpose of institute, I would rank second to the small group assignments

1. Great deal; good foundation
2. Average; all things considered
3. Very good
4. Has its value

1. I have had little opportunity to absorb all that was presented in the lectures - packed with ideas. The class activities were open and free, thoughts taking shape as various ones contributed. I have absorbed more for it.

2. Were great. I profited much from the free flow of ideas. It was a good mix of people. Participants felt free to speak up; variations of opinion were well accepted.
3. Small groups I took part in were quite rambling and without direction

1. Some
2. Very
3. Great!
4. Fairly good

3. Didn't have a chance at them
I felt that each of the elements contributed to a well devised learning situation. Would not have wished that any be omitted. We needed the inputs from lectures and class activities, and the process activities of the various discussion opportunities could have wished for a different approach from the panel of experts -- a "This is How We See Trends in These Matters -- Test Your Work Against This" -- sort of approach.

6. To what extent did the following elements contribute to institute:
   1. Lectures and class activities
   2. Class discussions
   3. Small group assignments
   4. Informal out of class discussions

1. good except when goals for class not clearly presented, i.e., this morning and Fri. morning
2. good except when not well planned or led
3. great chance to work closely on a few ideas in depth, changing from group to group also
4. a good group of people attended the institute and all with a few exceptions were interesting to talk with and discuss problems.

1. very good; class activities were slow at times because of our tendency to disagree on unclear points.
2. Usually very stimulating. Real value in both theoretical and factual discussion.
3. These provided real opportunities for sharing and brain-picking. I would rate them as good.
4. Generally good but not usually oriented to institution's objectives.

All of these were most helpful for me. To rank any one as better than the other would be impossible for me. I got information from all of them and only wish that more time could have been spent on each aspect of the institute.

1. of minimal importance
2. of importance
3. of utmost importance
4. of importance

1. To least extent
2. to a moderate extent
3. in a rank system, contributed next to most
4. contributed most

1. A great deal, very interesting and informative
2. Very little--too much time wasted by one or two people in haggling over unimportant detail
3. More than average
4. average

1. In the main, the lectures were very effective. The activity on "Objectives and Goals" with Dr. Anderson was not very effective because he failed to give direction to the discussion.
2. The effectiveness of class discussions was decreased by the "knit picking" practice which prevailed throughout the institute.
3. In most cases, these group assignments were very effective. Some participants were unable to listen and give consideration to views other than their own.
4. Very effective. New ideas were discovered.

1. Satisfactory
2. Satisfactory - frequently bog down in unnecessary clatter
3. Above average
4. Above average

1. These gave a base for working on the problems presented. They also offered guidelines to follow and possible areas of consideration to challenge original thoughts.
2. The concepts were offered, tested and refined at this stage. Very difficult work, but gratifying.
3. Provided more opportunity for testing of ideas.
4. Necessary for placing thoughts and action in perspective.
All were equally successful I think and the total contribution is unknown. I think, however, the institute was a resounding success in light of the variety of problems aired and the variety of experiences brought into play.

1, 2 and 3. Contributed equally. Gained from all of them.
4. Very interesting though not necessarily in relation to institute.

1. Generally good. Gave needed background info. A necessary element.
2. Enjoy this the most but naturally this tended to be free-wheeling and often non-directive but provided viewpoints which could be used in preparing written statements.
3. Here we had to weigh words and select something to put on paper. This became better as the institute progressed.
4. Great for determining extent to which people believed certain things, for clarifying misunderstandings, supporting each other's beliefs, etc.

1. Provided a good philosophical base.
2. These contributed a great deal in stimulating an examination and rethinking of traditionally held concepts and opinions.
3. Those made were useful in producing the documents and therefore essential. Were more democratic in method but less effective often in results than might be expected.
4. These experiences were useful but not predominant. They often were repeat of some ideas expressed in class discussion. There were, however, spin-off benefits in other areas of library administration.